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ABSTRACT

The report briefly describes the workshop in personalizing adult basic education with respect to objectives, organization, and evaluation. Contributions of resource persons to the workshop included the following papers (texts printed in full) which comprise approximately 45 pages of the report: Planning for Adult Education, William P. Miller; Individualization: The Release of Human Potential, Martha L. King; Using Readability Formulas and Writing Materials for Appropriate Grade Levels, Joseph O'Rourke; Motivation and Life Styles of ABE Participants, James E. Carson; The Role of the Teacher in the Adult Basic Education Learning Laboratory, James W. Miller; Force Field Analysis, William D. Dowling; and Nonverbal Communication in Adult Basic Education, Charles M. Galloway. Five appendixes which comprise approximately 50 pages of the report include: roster of workshop staff and resumes; roster of participants; daily schedule of activities; selected readings grouped according to learning centers, non-verbal communication, evaluation with adults, learning with adults, and reading with adults; and selected articles rewritten from a higher to a lower reading ability level. (JR)

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FINAL REPORT

PROJECT TO TRAIN ADULT BASIC EDUCATION TEACHERS IN PERSONALIZING INSTRUCTION

By

William D. Dowling

June 17-28, 1974

THE OHIO STATE UNIVERSITY

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OVERALL REPORT

WORKSHOP IN PERSONALIZING ADULT BASIC EDUCATION

This workshop was planned by personnel of the Ohio State University College of Education's Center for Adult Education working with staff members of the Adult Basic Education section of the Division of Federal Assistance of the Ohio Department of Education. Responses of ABE personnel throughout Ohio to a questionnaire which asked them to indicate their in-service education needs were utilized. The topic was selected on the basis of those responses, observations of the Department of Education staff members and input from Center for Adult Education staff.

The objectives of the workshop were:

1. Study learning theories most applicable to the adult condition and the factors involved in their implementation. An introduction to the theories on which methods and techniques of adult learning are based was considered essential at this time. Many teachers of adults are well prepared to assist children and youth in their learning enterprises but need to know more about how and why adults learn.

2. Learn to select and develop learning materials most appropriate for Adult Basic Education. Many new materials developed especially for adults have appeared since the beginning of federal funding of Adult Basic Education. The quality has improved but varies according to the suggested utilization of the materials. Teachers need to know the spectrum of materials available and how they can be used to the best advantage.

3. Learn to develop individualized ways of learning and develop each teacher's own view of the teacher's role in utilizing such methods. In the area of reading alone, it is difficult for a program to provide materials which are sufficiently unique to meet individual learner interests and needs. Teachers can learn to rewrite materials from a wide spectrum of written materials selected to appeal to the interests and needs of individual learners.

4. Learn to diagnose learning needs of adults for placement purposes and to evaluate student progress toward mutually established learning objectives. It is important that teachers, as well as administrators of programs and guidance personnel be able to help learners indicate their level of achievement on entrance to a program and while in it.

The objectives were accomplished by:

Fifty participants were selected for the workshop. They were teachers, teacher-aides and administrators.

1. Presentations by consultants and resource persons (See manuscripts in this report).

2. Organization of three groups, including all participants, which did research and prepared reports on three topics in which they were interested. The topics were: Reading - Testing, Individual and Classroom Techniques, Rewriting, Reading Skills, the non-Reader and English as a Second Language; Self Image, Diagnosing and Placement and Individualized Instruction; and Recruitment and Retention in the ABE Center. The group reports were provided for each member of the group writing the report.

Membership in the groups was structured to avoid duplication of personnel from the same school districts whenever possible.

3. A field trip to the Cincinnati ABE program. The workshop participants visited a number of cooperating agencies, the Stow Adult Education Center and interacted with a panel of Cincinnati program staff members. (See evaluation)

4. Reading assignments in texts provided the participants by the grant. Each participant was given copies of Individualizing Instruction by H.D. Dill, Measurement and Evaluation of Reading by Roger Farr and Teaching Reading to the Untaught by Michael P. O'Donnell.

The participants evaluated the workshop periodically. Forty-five participants evaluated the first two days as follows:

1. To what extent did the presentations apply to my needs and interests?

   Poor = 1; Fair = 7; Good = 30; Excellent = 7

2. How well did the speakers cover the areas of concern?

   Poor - 1; Fair = 2; Good = 25; Excellent = 17

3. General effectiveness of the first two days.

   Poor = 0; Fair = 5; Good = 32; Excellent = 8

At the end of the fourth day, forty-nine participants provided these evaluations, reacting to the three items above:

(1) Poor = 0; Fair = 3; Good = 26; Excellent = 20

(2) Poor = 0; Fair = 7; Good = 14; Excellent = 28

(3) Poor = 0; Fair = 7; Good = 14; Excellent = 28

After five days, this question was asked of the participants, "So far, what is the most important concept you have learned in this program?" Selected responses are:

1. Non standard English usage is not wrong -- I knew that. I was glad to hear Dr. Peters' statements regarding it as a second language.
2. The material and discussion of reading concepts have been beneficial.
3. Ways to implement ABE programs with life issues and referral agencies.
4. Try not to interfere with the student's learning.
5. ABE teacher must respect students as persons.
6. The importance of nonverbal behavior (12 responses).
7. That you can be super at imparting information to your students and still wreck the program if your nonverbal communication is bad.
8. That I must try to understand the goals of my students and try to meet their individual needs.
9. Ways to evaluate reading skills.
10. Esteem of student to be recognized.
11. I have learned "not to turn them off".
12. Applying the readability formula.
13. The importance of teacher attitude.
14. Do not be afraid to ask students for help in planning the program.
15. There is no one method in ABE.
16. Materials and techniques for teaching adults.

The last evaluation of the workshop accomplished by the participants was at the conclusion of the trip to Cincinnati. The summary of responses follows:

Evaluation No. 5
Cincinnati Field Trip

React to how you feel about today's experiences. GRO UP A react to agency experience and GROUP B to the Stow experience. Everyone reacts to the panel and overall trip sections.

52 Responses

Experience	Pertinence to Adult Basic Education	Application to my teaching situation	Value of visiting this Urban Program	Should a trip of this nature be scheduled in another workshop
Trip to Various Agencies	Poor 0 Fair 5 Good 10 Excellent 8	Poor 3 Fair 9 Good 18 Excellent 4	Poor 0 Fair 4 Good 14 Excellent 11	Yes 22 No 1
Visit to Stowe Center	Poor 0 Fair 1 Good 8 Excellent 14	Poor 0 Fair 6 Good 9 Excellent 7	Poor 1 Fair 1 Good 8 Excellent 13	Yes 22 No 1
Panel of Adult Teachers	Poor 1 Fair 1 Good 18 Excellent 30	Poor 3 Fair 6 Good 19 Excellent 26	Poor 0 Fair 4 Good 24 Excellent 26	Yes 43 No 2
Overall Visit to Cincinnati	Poor 1 Fair 1 Good 17 Excellent 27	Poor 3 Fair 3 Good 24 Excellent 19	Poor 1 Fair 3 Good 20 Excellent 25	Yes 46 No 2

"Planning for Adult Education"

by

Dr. William P. Miller
President, Muskingum College
(Member, National Advisory Council on Adult Education)

It was forty-two years ago when I first came to this campus as a graduate student in Physics. The campus has changed a lot in those forty two years, and so has the educational scene. When I was here forty two years ago, I was sure of one thing and that is that I would never be involved in the profession of education. The economics of the time changed that opinion of mine because after one year of graduate study in Physics I thought that perhaps my folks did have some intelligence about them when they suggested to me earlier in my life that I should prepare to be a teacher. So I cam back here and took a degree in Education. If the young folks think the times are hard today, with six years of college education and two degrees and almost a third degree, I still couldn't get a job in 1934. I finally did get a job teaching. I started at $90 a month for nine months. So, as I said, the educational scene has changed a lot in these 42 years.

One day as I was sitting in a meeting in Columbus, about three years ago, a person came to the door and paged me. When I went to the desk, I was told that I had a call from the White House. It was an invitation from the President's staff asking me to serve on the National Advisory Council on Adult Education.

My work has been at the Elementary, Secondary levels and in Higher Education. It has not been in Adult Education. Therefore, I am not speaking to you as an expert in Adult Education. I will take some time this afternoon to talk about the two and one half years that I served the National Advisory Council of Adult Education. This incidentally will be my last official bit of business for that advisory council because I leave the Council in June, 1974. I was really amazed to learn that there are some fifty-seven or fifty-eight million people in these United States who are adults, not enrolled in school, and who do not have a high school diploma. Today we think of the high school diploma or the twelfth grade as being the minimum grade level of educational achievement that is essential for a career and happiness in life. That being the case, there is a lot of work to be done. When one stops to think that the decisions that are made are affecting our country are decisions made by adults, it is all the more important that all adults should be educated to the maximum

level of their potential, or at least to the twelfth grade level. When I first sat down with the advisory council, I learned that there were fifty-two different federal agencies that were spending money to educate adults in various kinds of ways. That was an amazing figure to me.

Let me start this afternoon by reading the Federal Act that created a National Advisory Council on Adult Education. This act was a part of the Elementary Secondary Education Ammendments Act of 1966. It said that the purpose of Title 9 is to expand educational opportunity and to encourage the establishment of programs in Adult Public Education that will enable all adults to continue their education to at least the level of completion of secondary school and make available the means to secure training that will enable them to become more employable, productive and responsible citizens. Now that's a very broad purpose, and by adult it means any individual who has attained the age of sixteen. Adult Education means services of instruction below the college level. Now, it was by this act that the federal government got into the business of allocating money to help states educate adults, and through the early years the only money that was allocated by the federal government went for Adult Education programs that were of the eighth grade or lower level, not the secondary level. This original act provided for national advisory committee, but the advisory committee was to be selected by the Commissioner of Education, and he was to serve as the chairman.

Then in 1970, the act was ammended and provided for an advisory council. Here is the language of the 1970 act: "The President shall appoint a national Advisory Council Adult Education. This council shall consist of fifteen members who shall, to the extent possible, include persons knowledgeable in the field of Adult Education, state and local public school officials and other persons having special knowledge and experience and qualifications with respect to Adult Education and persons representative of the general public. The Council shall meet initially at the call of the Commissioner, and elect from its number a Chairman. The council will thereafter meet at the call of the Chairman, but not less often than twice a year. The council shall advise the Commissioner in the preparation of general regulations with respect to the policy matters arising in the administration of this title including policies and procedures governing the approval of state plans under Section 306 and policies to eliminate duplication and to effectuate the coordination of programs under this title and other programs offering Adult Education Activities and services. The Council shall review the Administration and effectiveness of programs under this title, make recommendations with respect thereto and make annual reports to the President of its findings and recommendations including recommendations for changes in the title and other federal laws relating to Adult Education activities and services. The President shall submit each report to the Congress thereafter together with his comments and recommendations. The Secretary of Health, Education and Welfare shall

coordinate the work of the council with that of other related advisory councils." So that was the charge that was laid down in 1970. It wasn't until 1971 that the first 15 members of this council were appointed, and I was asked to serve on the council in mid-summer when one of the original appointees decided after the first meeting that he did not have an interest and therefore did not want to serve on the council.

The council members are divided into three groups, each group serving three years. They have a variety of interests. Let me read who was on the council when I became a member. The chairman was a member of the State Department of Education of the state of Nebraska, and his special interest was in Adult Education. There was a lady from Nashville, Tennessee who was working in Washington, D.C. in rehabilitation services. There was the President of the Washington Technical Institute. There was a housewife who was very active in the Republican party from Baltimore, Maryland. There was the state commissioner of Education of Iowa. There was a President of an insurance company in the state of New York located in Brooklyn. There was the president of Lincoln University which is a small liberal arts college and law school in San Francisco. There was the president of Aero Space Institute in Chicago, Illinois. There was the mayor of a city in New Hampshire. There was a man who was from the Board of Urban Affairs in New York City. There was a public school associate superintendant from San Antonio, Texas whose work dealt with Adult Education. There was a retired public school superintendant who had been formerly Superintendant of schools in San Francisco. There was another gentlemen who was from the department of Industrial Relations in the state of California, located at San Francisco. There was a lady who with her husband operated a jewelry store in Eldorado, Kansas, and myself. Ten of those members have now left the council so there are five that will be serving along with ten new people. Well, that should give you some idea of the spread of interests of council members. I suspect that all of those people had some affiliation with the Republican Party since this is a Presidentially appointed commission and to get appointed to anything that has political implications you must have the clearing of the local party chairman. So you would assume that those people were all Republicans. I would presume that when there is a change of administration and if the advisory council is still in business, that those members who are on the council would resign and let the new president appoint his new advisory council whether he be a Democrat or a Republican.

You will note that we were charged with the responsibility of making an annual report to the President. I want to read some of the recommendations that came from our report. In the very first year that we were in business, we established a Washington office. We hired a director and two secretaries. Since then we have hired an assistant director and a third office person. In addition to that staff, we have contracted for some special services. We

reviewed the administrative practices and the effectiveness of the programs under the Adult Education Act. In other words, we tried to become as familiar with the state work as possible. We engaged in written and oral dialogue with the grass roots operators of Adult Education within the varying levels of the Federal Government. We held eight council meetings in cities across the country. The reason that we moved around the country is that we like to invite Adult Educators from the regions to spend at least one day with the council so that there can be an exchange of ideas. We brought together the directors of national organizations to discuss Adult Education problems and solutions.

Here are our specific recommendations: We recommended a higher budget priority for Adult Education and we pointed ourselves in the direction of developing a Comprehensive Adult Education Act. We recommended a single agency to be held accountable for coordination of all Adult Education services that are financed by the federal government and there are fifty-three of these agencies. We recommended a career-oriented type of education for adults. We believe that there is a positive relationship between education and work and therefore the education for adults ought to be oriented in the direction of careers. For the first time we started talking about life long learning. Keep in mind that Adult Basic Education is now defined as education through the secondary level. Beyond that level there are many kinds of continuing education programs for adults that are of a non-degree type. We see education as being a process from the cradle to the grave, and we like the term "Life long learning." We got around to the place I think where some people in the Office of Education a year ago started to put their thoughts together on developing a life long learning act; however, it was much in advance of its time and it never got to the legislative stage.

We recommend the reactivation of G.I. educational benefits. Our observations showed that 50% of the veterans of World War II and 58% of the veterans of the Korean conflict did not use their benefits and these had expired. Yet these people are entitled to education and we think that they ought to have a second chance. As a matter of fact, the whole Adult Education Program is really a second chance educational program. It's for these people who did not take full advantage of the opportunities available to them as children and youths and so it's a second chance opportunity. We recommended the development of a national plan for Adult Education Programs in Correctional Institutions. If the purpose of prisons is to rehabilitate persons, then there should be programs in the prisons to provide education for the inmates. We recommended expanded use of local educational facilities to include adults. It is very inefficient to use our public school facilities six hours a day. They might very well be used late afternoon and evening on a continuous basis for adult education and continuing education.

We recommended the establishment of an adult educational program for senior citizens. We have in the United States today about twenty two million people who are sixty five years and older and by 1980 that's expected to be twenty seven million. Therefore we have a large block of our citizenry that may not be interested in a career education and yet if they are to have a happy senior life then there should be some educational opportunities open for them.

We also recommended that the President should establish a bi-centennial White House Conference on Adult Education. We pointed out that in this report that the Education Act that provided the funds was going to expire one year hence and that we ought to be looking towards a comprehensive educational program. The next annual report, the report of 1973, we dealt with the development of comprehensive legislation.

The reports are made to the President in March each year and the Education Act terminated in June 30, 1973, and so therefore we were interested in developing some components for the new educational act.

Keep in mind that the advisory council cannot be a lobbying group. That is not its purpose. As a matter of fact, it would soon be dismissed if it were to be accused of being a lobbyist group. It is simply an advisory group that is to advise the President, the U.S. Commissioner of Education and the Congress on the needs and the status of Adult Education. So, in the 1973 report, we highlight these items for the new act to allot funds to the states for the Federal share of the cost of adult education programs. There is a feeling that perhaps we are moving towards revenue sharing and therefore monies will be allocated from the Federal government to the state in block amounts for the states to determine how it should be used. We objected to the revenue sharing concept in education simply because we felt that Adult Education had not grown to the place where it could stand on its own two feet. If monies were to come to the states simply earmarked for education, the needs of elementary and secondary and higher education would be so great that after those hands drew from the pot what they needed, the pot would be empty and adult education would be without funds. So we recommended strongly that the federal monies be earmarked specifically for Adult Basic Education. We also recommended that there should be some discretionary funds in the act to provide for innovative experimental projects and that these funds be at the discretion of the Commissioner of Education. We felt that we need to develop professional Adult Educators such as yourselves who will spend their whole time in the profession of Adult Education, studying the needs of the profession and how best to implement it. We do need some federal funds that will provide for fellowships and scholarships in Adult Education and also some funds that will provide for experimental projects that will be conducted at the state level and that these projects be funded from the federal funds. These are commonly known as 309 A and B funds.

We also recommended that there be funds for education of adult Indians, that there be funds for educating of institutionalized persons and that there be in the U.S. office of education some person who would be designated as having as his primary interest the Adult and Continuing Education. We felt that that person ought to have either an associate commissioner title or a deputy commissioner title. We believe that there should be advisory mechanism at both the national and state level, and that there should be appropriate funding to carry out the programs that have been established. That was in March of 1973.

In 1974 we have operated with the continuing funding provision since Congress had not changed it. We still will operate as we did in 1972-1973. Now we are coming down to the close of 1974.

Here is the 1974 report and here are some of the things that we recommended in that report. We want adult education to be separate and apart from elementary and secondary education programs for youth. We recommended the consolidation of all major adult education grant programs; increased decision making authority for state and local education agencies; provide advance funding to facilitate better planning; funding at the federal level of 225 million dollars; and the establishment of an office of associate commissioner for adult and continuing and community education.

You'll notice that some of these are repeats from year to year because they have not been put in effect. We support state adult education advisory councils. We want professional development programs which would be for persons engaged and preparing to engage in adult education services, such as fellowships for graduate study and advanced post doctoral fellowships. Also, we recommended Adult Education state plans which make provisions for cooperation and coordination with other agencies for bilingual education methods, for guidance services, for physically and mentally handicapped, for older adults, for veterans, for expanded use of school and community libraries and education in consumer health. Under general recommendations we believe that we should have a single federal agency that has the responsibility for coordinating all education programs for adults. There is a need to have increased state adult education support by legislative bodies. At the present time the state must put in at least ten percent of the federal money on a matching basis. We think that states ought to go far beyond that figure because all education is really a state responsibility.

Other recommendations made by the council are: planning a full range of educational services for adults with enough flexible authority to permit a full range of adult educational services beyond reading, writing and computation skill; providing adult high school level instruction; broader use of tax supported school buildings and facilities; leadership in conducting and supporting

scientific inquiry into educational processes through the use of U.S. Office of Education discretionary funds; increasing learning opportunities for institutionalized adults; educational models which can help make education and training more meaningful and available to the adult students, more rewarding for the instructor and more relevant to the disadvantaged; new approaches to the involvement of older citizens through outreach of educational services; implementing the 1976 White House Conference on Adult Education.

Now, we also said in March of 1973 when we passed a bi-centennial resolution: our nation will be 200 years old in 1976, and this was our resolution: "But as our country is nearly 200 years old, anniversary time is an appropriate time to assess the past and plan for the future. And whereas in the field of Education our citizens point with pride to the opportunities for high school completion provided by every state to children and youth, and whereas opportunities for high school completion are not reaching all of those over 16 in every state, and whereas millions of American adults have less than a high school diploma, and whereas since 1966 the Federal Government has assumed a leadership role in finding ways to provide a high school education for those disadvantaged adults, and whereas the government can provide leadership in assuring equal access to high quality education for its citizens. Therefore, be it resolved that each state pledges to complete its high school completion program as they relate to adults and to make every effort to provide all adult citizens with the opportunity of completing their secondary education within the next ten years." This resolution went out to all of the governors, to all of the state superintendents in public education and to many important people at the state level asking them to pledge themselves to providing an opportunity in the next ten years for every adult to complete a high school education. And it is my personal belief, even though the council has never taken up the issue that when we say complete the high school level of education that we mean complete the high school level of education as we understand it. It must not simply be the G.E.D. which is the high school equivalent diploma. This is a second-class diploma, because it is not accepted in many places.

We do have two bills which got through Congress. In the House, it was HB69 which was sponsored by Perkins and Quie. And in the Senate, a bill that was sponsored by Javitz of New York and that was labeled as the Senate Bill 1519. They are both referred now to as House 69 and Senate 69. These two bills, as passed by the respective bodies, have some differences in them and these differences have been referred to a Conference committee. The Advisory Council met in one of its regular sesssions on June 8, 9 and 10th and we were fortunate to have an invitation from Senator Javitz and from Congressmen Perkins and Quie for our advisory council to meet with them. We took half of a day and went down to the House of Representatives building and

the Senate building and met with these gentlemen separately. I felt it was a major accomplishment for the Advisory Council to have received an invitation from these legislators to get a reaction from the council. In both of these conferences we were asked to submit our opinions as to how the differences in the two bills ought to be resolved. We did that and I talked with executive director of our council this morning to get a report from him as to the progress the conference committee is making on new legislation. There were about five points of difference and one of the important points of difference is how much of the money allocated by the federal government might be spent for Adult Secondary programs. At the beginning of the legislation there were not funds for the secondary level, it has only been in the last few years that some monies might be allocated for secondary education. In the House Bill HR69 there was a very limited amount of money. It said that only twenty five per cent of the increase in the funds for next year over what they were in 1973 could be spent at the secondary level. If there was no increase in funds, there would be no funds for secondary level. The Senate version said twenty five per cent of the monies that would be allocated to the states may be spent for secondary education. The conference committee has, at this point, and these are all verbal agreements, agreed that twenty per cent of the state's money may be used for adult secondary education, So, it looks as if our secondary programs will continue.

I referred to the 309B and C projects for experimentation and for training for leaders. In the House Bill, the decision would be left up to the state to carry out the innovative projects and the training. The Senate Bill said that the money would be retained by the U.S. office of Education and would be administered through that office. The conference committee has accepted the House version and that 15% of the money must be earmarked for training and experimentation. But, the funds will be administered at the state level and not the federal lev . So therefore, as I would read this there will be no more U.S. Office of Education discretionary funds for 309B and C.

The House version said that the Federal Government should fund at the 225 million dollar level. The Senate version said funding for fiscal year 1974 and 1975 should be at 150 million, 1976 at 175 million and 1977 and 1978 at 200 million. The conference committee is holding to the senate version of funding at 150 million. On the question of funds for institutionalized persons the House Bill said that not more than 5% of the funds could be used for that purpose. The Senate Bill didn't mention a percentage and the conference committee has removed the five percent limitation. There were some other matters such as bilingual education, community education and the National Clearing House for Adult Education, and the White House Conference on Adult Education. These items are being passed over at the present time by the committee until they consider other aspects of the bill which may also involve some of these concepts and therefore these matters will be resolved at a later date. It appears that we will definitely get a bill passed before the

end of the month. It was Carl Perkins who said that we want a bill passed and we want a bill that the President will sign. So, therefore, it appears to me that Carl Perkins is giving in on some of the House versions so that he can at least get what he wants that is, a bill and a bill signed by the President, not vetoed by the President.

One of the projects that we have been conducting for two years has been a project to determine our target population in Adult Education. If we are going to be directing legislation towards certain people then we ought to know how many, who they are, and where they are and all about them. I think that one of the books that will be handed out to you today will be a status report by the 50 states. It will show that in the state of Ohio that we have 21,000 people involved in Adult Basic Education but we have a target population of nearly 3 million. At the national level we are reaching about 1 million people in ABE and that figure has been growing rapidly each year. Our national target population is some 57 million. We hope to get our final copy of this data out by the end of August. If you are interested in Adult Basic Education I am sure that you would want to get one of these copies in the fall when they become available.

"INDIVIDUALIZATION: THE RELEASE OF HUMAN POTENTIAL"

by
Dr. Martha L. King, Professor of Education
(Faculty of Early and Middle Childhood Education)
The Ohio State University

The concept of Individualization is one of those commonly held virtues in life: like love of country, loyalty to friends, and reverence for motherhood, everyone is for it. Most people agree that it should be fostered in our society, and especially in education. Less agreement exists, however, regarding what individualization really means.

What are we talking about when we discuss individualization? Do we mean letting a person "do his own thing," or requiring that he does a prescribed thing at his own pace; or do we mean providing conditions where an individual can do his own thing, according to his own timing, in his unique way, and for his personal reasons?

America has a tradition or rugged individualism in which many people have been able to do their own things, for their personal purposes, and in their own time; and frequently, with little regard for the rights of others. This tradition, on one hand, has brought many technological and social benefits to the nation; but on the other hand, it has led to the plundering of natural resources and exploitation of vast numbers of people. This latter ego-centered type of irresponsible individualization is not what we are talking about here. Rather, our concern is to provide conditions where the opportunity to be oneself and express one's talents is available to all persons. A regrettable condition in American life is the fact that opportunity to express individuality appears to be more available to some than others. Those of us engaged in education have the responsibility, it seems to me, to spread this opportunity to all of those we teach.

Individuality in the Supermarket

Providing the conditions for releasing individual talents is extremely difficult and demanding. Perhaps a supermarket is a representative, though limited, example of the range and varied aspects of individualization. Think with me for a moment of a large super-market. Here we have a rich range of foods, household needs, and personal care articles, such as deodorant and hair curlers. The people are a varied collection, too: young - old, rich - poor, well and hearty - ill and crippled, fat - thin, some on diets - others who probably should be; some buy a lot of meat, others seem to be vegetarians.

Each person wheels his cart through the store, revealing his own tastes, selecting according to his special needs, purposes, and limitations, which may relate to economics, health, or family responsibilities. Some go slowly, shake boxes, read labels, and squeeze the fruits and vegetables; others, dash about picking up just a few things for an evening meal. All have before them a wide range of choice - 25 kinds of breakfast cereal and more than 57 varieties of soups. However, each person is free to select in terms of his individual tastes, needs, constraints of budget and so forth. He, also, can establish his own pace and "style" of shopping.

The point is that in the supermarket the adult can decide his own pace and selection. The packed carts at the check-out counter are all different - no two alike; and much of the difference can be attributed to the array of choice available. Obviously some environments provide for greater individuality than others.

Individuality in Tree Drawing

Will you join me, now, in another example? Do you have a piece of paper, pencil, pen or some other material that you might use? Will each of you make a tree? Represent a tree, any kind of tree, in any way you can. You don't need to sit still; move about if you wish. Use any materials at hand. We will allow just 2 or 3 minutes in which to do this.

Now, let's share our trees. Who's brave enough to hold up his tree? Turn them around, please, so everyone can see them. Look at what we have here. Some of you have made nice round flowing trees, some are spiky ones; a few have made fairly large trees on big pieces of paper and others have drawn very tiny trees. Some of you made something that looks like a representation of a pine or Christmas tree.

In this one experience what have we learned about us as learners in this setting? We have learned that a lot of individuality exists here. Each one of you who has participated in this rather simple experiment drew a highly unique tree, but a kind of tree you knew you could draw. You didn't try to draw a tree to meet my expectations, or to represent a special kind of tree, I didn't require an elm tree, a maple tree. I let you decide and make the kind of tree that you could feel secure in making. And I'll wager that each one of you produced a type of tree that you have drawn before. Perhaps it's been 20 years since you have made a tree; but you started where you were, linked into your existing knowledge of "treeness."

Now, what else has happened here? All of your trees were done in pencils or ink. Most were line drawings. Some had shading, but most were on a notebook paper. Even though great individuality is shown, there is a degree of similarity, "sameness," about them, too. Materials were limited. You had

only paper and pencil with which to draw. Some of you shaded with your pencils -- you used a technique which gave a wider range of representation, but your choice was restricted by your materials, contrary to the supermarket example where a wide range of items was available you had only a narrow choice, which limited your expression. Obviously, if individualization is to flourish, an environment rich in materials and experiences must be available where individuals can work fully and freely; their individuality can flower.

Time limits were placed on you, too; you had only three minutes to work; so there wasn't much opportunity for you to pace your own drawing or to make an especially elaborate tree. You were operating in terms of imposed time constraints, which not only influenced how you worked and what you produced, but how you felt about the task. Undoubtedly some felt a little irritation at not having a longer time in order to produce a more elegant tree. We all have our individual time clocks, and ideas about what a finished task is.

Application to Education

What are we saying here that has relevance for educational settings?

First, the quality of the environment in which a person is living and working makes a great difference in the way his individuality can develop and be expressed. A sterile environment is reflected in what is produced.

Second, individuality of choice varies with what is available in the environment as well as with the needs, interests, tastes, and purposes of individuals.

Third, individuality is expressed in ways of working, the strategies employed, and the pace with which one works.

Fourth, when free to make decisions about what they do, people use their past understandings and skills and do things with which they feel secure.

Fifth, when working within constraints of choice of activity, materials, time, or working procedures, people show signs of insecurity and frustration.

If these are generalizations that we might draw from our two practical examples, why is it that our educational settings are often so much more like our tree-drawing situation than like the super-market? In real life people have a rather wide range of choice, but when they enter the educational worlds choice is often exceedingly limited. Why is this? I think it's something that has to do with the nature of education, something within the institution that causes us to become restrictive when we begin to impart knowledge. Education as an institution has the functions of helping people learn things that are

inherent to the culture and of imparting knowledge and basic skills, such as reading and mathematics, as many of you are doing. These are things that society knows about and can "pass on."

Basil Bernstein, a British Socio-linguist, says it is the discrepency between real life and school life that makes teaching and learning so difficult in educational situations. He points out that formal education, whether it is at the adult or the child level has as its responsibility the transmission of culture. In doing so, in passing on the culture, educationists (theorists, authors, and teachers) tend to decontextualize what is to be transmitted. They take a subject (reading, for example) out of the market place, out of the service station, out of the building industry, out of the kitchen, and away from reading-for-fun, and transmit it as a skill, as an end in itself. One learns to read, then, in order to read and reading becomes isolated from the world, where it functions.

When taken from the context in which it occurs, reading is reformed, or reconstituted, and special books are developed for the purpose of teaching reading. So, after we've abstracted reading from real life and put it in special kinds of packages -- recontextualized it -- we, then, must find ways of presenting it to illiterates who are to learn it. It's somewhat analogous to what the millers and the bakers do to the wheat as they try to turn it into flour and then into bread to put on our dinner tables. They mill the wheat, grind it, refine it, take out all of the nutrients, until it is very, very fine, light and lovely, ready to turn into fine bread. In the process, however, most of the food value has been lost. Therefore, it must be reconstituted and the daily quotient of vitamins and minerals added before it is sold. What the consumer gets, often, is a representation of the real thing.

This is what so often happens when we are trying to pass on mathematics and reading skills to the uneducated. We take a slice of life, where reading and math exist, pull out the skills of the subject, repackage it into textbooks, workbooks, programmed instruction kits, and pass it on to the learners, with instructions, "You go through this program of material in sequential order and, finally, you'll be able to read, and to use mathematics so you can function in life!" That isn't the way most education occurs. Most significant education occurs in the context in which it is met.

One of our big problems in education stems from this "artificiality" that seems inescapable. It is critical because schooling is consuming such a large portion of each day and of the life-time of our children. We take them out of their natural context of living and put them in school and give them a facsimile of life. At a recent convention, concerned with reading, I saw hundreds, thousands really, of textbooks, workbooks, plastic coated cards, tape recorders, films and film strips -- an array of material -- to help youngsters learn to read. Yet, very few of them related to, or were a part of, the life

and learning that children confront in their homes and communities. So, as we try to promote reading, writing, and mathematics as ends in themselves we find that they become increasingly abstract. We concentrate on skills rather than on meaning, and in the end we hamper the growth of individuality.

Individuality and a "Competence" View of the Learner

There's a great deal of talk about how we discover individuality, or promote individuality. I'm suggesting to you that individuality is there; it is present in the person; as teachers we need only to try to avoid hampering it. If we're going to meet individuals so that their individuality can flower, then we have to find out about those people -- what they want, why they need reading, where they need arithmetic. It may be that their reading content should come from the sports page of the newspaper, or racing sheet. It may be from advertisements in a newspaper, or directions for assembling items. But if we can bring reading to people where they need it, we'll find many of the skills of reading will be less difficult to acquire. In reading research with young children, we have been able to locate very few specific skills - word recognition skills, vocabulary skills - that are essential in learning to read. Neither have we been able to find a sequence of skills through which all people must go in learning to read. But contrary to the findings, many of our reading materials are developed into nice, orderly packages. The learner begins with letters, the letters are made into words, and words into sentences. Along the way he learns such things as beginning consonants, blends and something about the vowels, and vowel diagraphs: all those things that people are supposed to know explicitly in order to learn to read. But the investigations of the reading of young learners shows that they read whole words and sentences in a unified way. When questioned, these children confuse letters, with words, words with sentences, but they can read! They may have a lot of this knowledge implicitly, unknowingly, unconsciously, but there is little evidence that they need to be able to make it explicit in order to read. Yet, in trying to meet individual differences, we often evaluate these youngsters and place them in reading materials in terms of the number of consonant sounds and letter names they know. We try to figure out where they are deficient rather than where they are competent. We find outselves in the depressing state of working from a deficit model. Perhaps in adult education you have found some ways of overcoming this debilitating practice. If, however, you find you are constantly looking at these adults in terms of what they don't have, and giving them what you think they ought to have, instead of letting them make the decisions about what they need, you are cutting across the fundamental aspects of their individuality. There's a real moral question here -- What right do we have to cut across the blossoming individuality of the people with whom we work? You meet some adults I'm sure who have been in schools and other types of institutions in which they're constantly made to feel their deficiencies. So their attitudes

toward learning are certainly not what yours were when I asked you to draw the tree -- not an open tolerant attitude, but a fearful one, a fearfulness of failure. This is the reason, I think that we must, in working with adults as with children, link into their knowing. Find out where they are. Find out what their need is.

David Hawkins in writing in the Elementary School Science Reader uses the metaphor of the tree to describe how learning may occur when the learner is free to express his own individuality. The tree develops and blossoms forth in many directions, but always upward. The learner can take any one of dozens of avenues. One branch can be especially strong bearing many other branches, where another one might be quite sparse. So the learner is able to find his own path, to form his own patterns of understanding and his own network of life skills as he climbs the tree in search of the fruits of learning. He can do this if he has the opportunity to grow and develop in a learning environment that provides a range of opportunity, a range of materials and a wide variety of experiences. We kid ourselves when we say we're providing for individual differences if we attempt it in a sterile classroom. If we contrast the metaphor of the tree with one of a ladder, what do we have? The climbinb appears much simpler - the rungs are equally spaced, the climbing goes in one direction, with no branching. All the rungs are the same size. There is little opportunity to stay longer on one rung than on another. So in terms of individuality what do you have? You have the opportunity to go up or down at your individual rate. That's the individuality available in many programmed-packaged materials. The content is set; the method of learning is set; only the rate of learning is open. A very limited kind of individualization indeed!

Requirements for Individualization.

What is required in fostering a different kind of individualization? First, we will need to divest ourselves of some of the sacred cows that impede our intuition and our intentions "to do better." And the first of these is the belief that educators, textbook writers, and teachers know what knowledge is of most worth, and thus must be learned by all people. Philosophers have debated this question for years without reacing agreement. Alfred N. Whitehead, in pondering this question concluded that "acquiring the art of the utilization of knowledge" was the aim of education. Knowing how to get knowledge and how to use knowledge in terms of one's own purposes is the universal need man attempts to satisfy through education.

An example of the futility of thinking that some specific knowledge at a given time is essential comes from the area of Spelling. Here, research has identified to some degree what knowledge is of most worth. We know, for example, that 3,000 - 4,000 words account for approximately 95 per cent of all of the running words in the writing of both children and adults. Some might

assume, then, that if a certain number of these words were learned at each grade of the elementary school, that children would have acquired the essential knowledge for spelling. An examination of the spelling curricula and spelling textbooks for elementary grades will reveal, however, little common agreement regarding what words are to be learned at any given grade level. The word lists vary considerably and some books concentrate on learning generalizations, or rules, about spelling rather than on mastering words. Yet, some teachers strive for mastery of the words (and rules) presented at a given grade level as though they had been handed down from on high. Children sometimes are made to feel miserable failures in spelling when, if they had been using a different textbook, they would not have met these words in the first place!

A second of our sacred beliefs that must be discarded is the notion that there is a necessary sequence of learning certain skills and understandings that applies to all children. Along with this we must abandon, too, the idea that certain strategies are best for learning in particular areas. Many reading programs are bound up, rigidly and sequentially organized "lessons" which demand about the same kind of response from all children. Yet, close observations of children reveal that when given the chance, they learn in a variety of ways. Many learn to read fluently without explicit knowledge of many of the sound-symbol skills that are carefully taught in beginning reading programs. Perhaps the reason educators follow the predetermined scope and sequence path so religiously is that they find it easier to require students to follow a set path known to the teacher than for the teacher to link into and support the learning paths of a dozen or so students.

Another misconception that must be scrutinized is that which assumes that our present ways of diagnosing and evaluating learning are valid. In most instances the techniques used for evaluating school subjects have very little relationship with the way they are used or learned. Techniques tend to focus on isolated skills, rules, application of rules, and memorization of facts. Reading tests, for example, emphasize word recognition skills, literal comprehension and study skills; while they ignore such factors as, when the subject reads, if he reads, what he reads, and if he can use reading in his life. Regardless of their relevancy, results of such evaluation procedures have a strong influence on what we teach in schools and where the educational dollars are spent.

An interesting phenomenon exists in American schools -- we tend to teach what we can test. Perhaps this explains why we sorely neglect the aesthetic aspects of education. The deprivation of our children in the areas of art, dance, drama and movement escapes our attention because they are not closely evaluated and the techniques for doing so are not readily available. We have highly refined tests in spelling, mathematics, reading, and like subjects and

these get the greatest effort in schools. And as we concentrate more and more on these things, school environments become increasingly sterile and colorless.

A fourth notion that we must shed is that individualization means working independently, alone, in isolation. Many of the individually prescribed and programmed materials foster this independent learning to such a degree that the learners feel real isolation. Certainly one of the main goals of individualization is to make people independent, autonomous learners who can make decisions for themselves and become productive citizens in society. We have adequate evidence, however, to show that people can learn from each other, which is one of the benefits of family groupings now found in some elementary schools. The older children help the younger ones and, thus, reinforce and sharpen their own understandings. If we can find ways of organizing people into purposeful groups for part of their learning, the learning curve for all may rise surprisingly.

Beyond avoiding some of these questionable practices, those who are truly concerned about individualization must take some very positive steps which may require a change in attitude and teaching behavior. We already have made the point that the learning environment must be rich and varied and allow for different approaches to learning. These requirements arise from our conception of learners as active, seeking, selective human beings who possess the ability to be self-directing. Fundamentally, true individualization will not occur until educators have such a conception of learners and a belief in and concern for, their welfare. Unless we're really concerned about our students and respect them for their own gifts and values, we might as well give up our intentions to individualize; our efforts will be hollow. We need to believe that people can make their own choices; we need to have faith in people. They must read in our faces and in our attitudes that we believe in them; that we believe their integrity, their wholeness as persons, must be developed.

Finally, in all of this, you can see that the role of the teacher changes. The teacher no longer is a transmitter of knowledge and skills. He no longer assumes the role of telling. He tries to put everybody in situations in which they are working on their individual interests and needs. The teacher becomes a cultivator of people whom he nourishes through the opportunities he provides and the support he gives. The teacher becomes an environmental planner, a supporter of human beings. Of course, he carefully diagnoses the learner's performance; not to identify his deficiencies, but in order to provide a range of choice that will fulfill that individual's needs. This is a demanding role for theteacher because he must have a wide knowledge of subject matter. He

has to be able to pull from his pool of knowledge what the individual learner needs at the time he requires it. The teacher can't rely on prepared texts and packaged materials. He must be able to use material in a wide variety of ways and to see potentialities for learning in common materials. For example, what potential for learning does this classroom and building provide? What mathematics, could come from an investigation of this immediate environment? Obviously, we could so something with measurement, both standard and non-standard; we could estimate length and height; we might study shapes for both their structural properties and aesthetic qualities; and these might lead us to investigate other structures nereby or the aesthetic aspects of the total environment. So, we can see that within this rather limited space, there is considerable material for learning, if only we can see it. Finally, we must bring ourselves to the point where we value differences and see the uniqueness of individuals as something that society must cherish.

"Using Readability Formulas and Writing Materials
For Appropriate Grade Levels"

by
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From ancient times to the present, people have been concerned about reading. All parents want their children to learn to read, or read better. How can we get students, especially low achievers, to become interested in reading?

For one thing we can make materials more readable by better, clearer writing. We can insist that writers of textbooks write in a clear, uncluttered style. Most of the social studies books we review are hard to read, above the level of half of the students. When you consider that in an 8th grade there may be seven levels of reading ability ranging from the 4th to the 10th grade, you realize the complexity of the problem of readability.

How can you be sure that textbooks are readable? For one thing you can use readability formulas to check the reading level. Next time you're on a textbook selection committee, use a formula on some of the material. It doesn't take long. Test the material in several passages of the book. It's better than no test at all.

You can also test the difficulty of the material on the students themselves. Have a few students read passages and ask them questions about the material. In our readability consulting work for the World Book Encyclopedia, Edgar Dale and I (with the aid of a few teachers) use this technique with considerable success. It is a simple, logical approach that answers the question, "Can the student read the material?" However, textbooks cannot always be tested with students themselves, thus readability formulas are a quick and easy method for predicting the difficulty level of the material.

Over the years readability formulas have been developed by educators such as Lorge, Dolch, Spache, Fry, Flesch, and Dale. (We will study in particular the Dale-Chall formula for predicting readability.) Readability formulas in general are based on vocabulary load and sentence structure. In addition, some deal with prepositional phrases and affixed morphemes. Note, however, that none of these formulas take into account several important variables such as content. The material may be general or specific, humorous or scientific. It makes a difference. Other important variables to consider

include: the reader's skill (what the reader brings to the printed page), the reader's intelligence, the reader's experience, the reader's purpose, the reader's special interest, and finally (a most important point), the skill of the writer. Clear writing makes clear reading.

Remember that the skill of the writer makes a big difference. Does he hit the target? Is he prolix and profound or clear and simple in his writing? As Edgar Dale asks, "Does he write to impress or express?"

An example of the rules of good, clear, expository writing can be found by analyzing the Dale-Hager pamphlet, Some Suggestions for Writing Health Materials (available from the Ohio State University office of University Publication Sales and Distribution, 20 Lord Hall, 124 17th Avenue, Columbus, Ohio, 43210. 50¢). Important basic writing techniques include:

1) Define your audience. (For whom are you writing?)
2) Define your purpose. (Why are you writing it?)
3) Be sure the logic is clear. (Don't jump from one unrelated idea to another.)
4) Break the material into digestible parts. (Use headings, subheadings, short sentences and short paragraphs.)
5) Keep the vocabulary as familiar as possible. (Use simple words, eschew obfuscation.)
6) Summarize and repeat. (Give the reader another look at it, a re-view, in the sense of seeing it again; use the musical technique of the reprise.)
7) Individualize your approach. (Make it personal; don't be afraid to use "you" and "we." Don't say, "One must do this." Say, "You must do this.")

We can use page 11 of the Dale health pamphlet to illustrate the contrast between complex and simple writing. Using the Dale-Chall booklet, A Formula for Predicting Readability, (available from Ohio State University Office of University Publication Sales and Distribution, 20 Lord Hall, 124 17th Avenue, Columbus, Ohio 43210. $1.00 - includes "A Table for the Quick Computation of Readability Scores Using the Dale-Chall Formula" by Charles R. Goltz), we can learn to use the readability formula as we check the grade level of the two passages, one at the top and one at the bottom of the page.

Using the Dale Formula Work Sheet (distributed) the number of words, sentences, and unfamiliar words are used to compute a raw score and a grade-level score. We use the Klare Table (distributed) and the converted grade-level table (p. 16 of the Dale booklet) to find that the passage at the bottom of page 11 is written at the 12th grade level.

To find the grade level of the simpler passage at the top of page 11 (a sample paragraph from the National Tuberculosis Association pamphlet (Your Baby), we may use the shorter Goltz Method which eliminates some of the steps in the Dale-Chall method.

Using the Work Sheet for the Goltz Method and the rules for using it, we find that the passages from Your Baby are at the 6th grade level. The grade level can be read directly from Table II of the reprinted article "A Table for the Quick Computation of Readability Scores Using the Dale-Chall Formula" by Charles R. Goltz (distributed).

The Introduction of Webster's Collegiate Dictionary (1928) contains an interesting example of difficult convoluted English. We rewrote the passage in simpler English. Using the Fry Formula we found that the earlier version was above college-graduate level whereas the simpler version was at the 10th grade level. The Fry Formula offers a quick prediction of the readability level of materials but it has been found to be much less reliable than the Dale-Chall method.

It should be noted that when we deal with readability formulas we deal with words. Words are the tools we think with. We communicate mainly by word. Thus in the development of reading skills we need to be concerned with vocabulary skills. Words are concepts and the greatest gain in learning is achieved through concept-building, through conceptual relationships.

The Dale health pamphlet is concerned with words and their correct, effective use. The book contains a glossary of health terms rated according to their difficulty. This knowledge is helpful to writers of health materials. The Dale-Chall readability formula booklet contains the Dale List of 3,000 Familiar Words. This is helpful to a variety of writers especially those writing graded material.

Thorndike's frequency list and Dolch's "First Thousand Words for Children's Reading" are helpful tools for the writer as are the word lists of Gates, Rinsland and others. These lists are useful but have one common weakness -- semantic variation is not accounted for. The Dale longitudinal study, The Words We Know: A National Inventory, fills some of the void in regard to word meaning. Based on national scores over the past twenty-five years, we now have some knowledge of how well certain words are known at a given grade level. Editors for the World Book Encyclopedia use this knowledge to keep their writing at the proposed level, 4th, 6th, 8th, etc.

In short, words are important in reading and writing skills. Teachers who work with vocabulary will find that this activity is the most direct route to the development of reading skill and a love for reading.

Teachers of reading will find the Dolch list useful in discovering what words are generally known. But teachers can construct their own lists also. They can pull together inventory check lists to find out what words children or adults know and don't know. A teacher's list may be more valuable than, say, the Dolch list. It will likely include words that Dolch omits. For example, Dolch lists above but not below, awake but not asleep, best but not worst, find but not lose, happy but not sad, and so on.

Teachers can make their own glossaries using key words that students should know for given subjects. These lists should contain the "academic words," terms they need to know to understand what is being read or taught in the content subjects. If the subject is arithmetic or algebra, they need to learn quantitative terms. This should include the learning of prefixes of quantity -- mono, bi, tri, quad, etc.

Teachers of geography can develop glossaries of words such as latitude, longitude, apogee, perigee. Teachers of music can concentrate on the names of instruments, and terms, such as, a capella, allegro, adagio, alto, etc. Teachers of social studies might concentrate on useful legal terms -- bail, acquit, defendant, affidavit, alleged, etc.

Students can underline unfamiliar or important words in Popular Mechanics, Time, hobby books, small paperback dictionaries. Webster's New World Word Book of 30,000 Words (paperback) is a useful tool for checking known or unknown words.

As teachers, we forget the frustration children and adults feel when they read words they don't know. We would not read a magazine if we had to look up every fifth or sixth word. Note these words (on board): eleemosynary, solopsism, chiliastic, exiguous. How many of us are familiar with them? Is vaticinate a real word? Check whether the following list contains real or made-up words -- acarology, wodge, resipiscence, etc. (list distributed). Note that the made-up words that look so logically real were in fact made up by 8th graders at Champion Junior High School in Columbus, Ohio where due to the fine efforts of the principal and teachers the students made great gains in vocabulary and spelling skills.

But mere knowledge of words is not enough. It is necessary to have a feel for them, know when to use and not use a given word. As teachers we need to pay closer attention to the way writers write. We should scrutinize our textbooks more closely and we should examine our own writing.

Much of our phraseology is prolix, obese, verbose, wordy. Notice that in the following sheets you will find many paraphrastic, round-about phrases. Note the suggestions in "Write It Simply" (distributed). Don't say "makes use of," say, "uses." Say "possibly" instead of "it is possible that."

Notice in the following writing material, "Exercises in Simplification" (distributed) that one word can do the job of many. Because is more direct and concrete than due to the fact that. To will do as well as in order to.

I think we can sum up our thoughts by saying in effect that the quickest way to increase reading skill (especially in the early years and with low achievers), is to increase vocabulary skills. We also need to make materials more readable, simpler. It doesn't have to be so hard.

In conclusion, look at the difference between the way the writer for Encyclopaedia Britannica describes Tree and how the writer for World Book does it. (Distribute "Make It Clear" sheet.) Note the sentence, "The distinction between small trees and large shrubs is often effected with difficulty." Why not say, "It's hard to tell the difference between a tree and a shrub?"

Can you tell me some of the reasons why the World Book version is easier to read? General statements are followed by concrete examples. Vivid, familiar comparisons (trees higher than 30-story buildings). Personal feelings. Difficult words defined either directly or in context. Uses categorization, a way of mentally filing ideas. Lists main points -- 1, 2, 3. This billboards key ideas. The more simplified version will often be longer. Why? More need for explanations, examples, illustrations, suggestions, and definitions.

Motivation and Life Styles of ABE Participants

by

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The first question I would like to pose is, "What are we talking about when we discuss motivation and life styles of ABE participants?" What then, moves an individual to act and what determines the particular goals he will seek? The term motivation is used in the literature often without definition. The concept of motivation suffers because of definition deficiency and from the differences in meaning with which it is used.

Atkinson (1958) used the term motivation as referring to the arousal of a tendency to act to produce one or more effects. If such a statement is acceptable for a working definition, then it suggests behavior of man is purposive. To understand man's behavior one would seek to understand his purpose.

Various theories of motivation have been put forth. All contribute to our understanding of human behavior.

The instinct theory derived by Freud was re-examined by Maslow (1954) and others who felt the theory was not adequate. Man, to these researchers, is more self-directing and self-governing. Their research gave rise to the "needs" theory. The needs were further defined as having psychological and operational differences. Differences between these needs were called "higher" and "lower". One must satisfy lower needs before one can work on others. Maslow stated:

> If all the needs are unsatisfied, and the organism is then dominated by the physiological needs, all other needs may become simply non-existent or be pushed into the background. It is then fair to characterize the whole organism by saying simply that it is hungry, for consciousness is almost completely pre-empted by hunger. All capacities are put into the service of hunger-satisfaction, and the organization of these capacities is almost entirely determined by the one purpose of satisfying hunger (p. 82).

The basic needs listed by Maslow were:

1. Physiological needs
2. Safety needs
3. Belonging and love needs
4. Esteem needs
5. Need for self-actualization

In the literature, a conflict is observed as to the origin of needs. McClelland (1955) repeats over and over that all motivation is learned. One example statement is:

> The hunger motive and the achievement motive have exactly the same stated theoretically: they are both learned and both based on the formation of association between certain cues and changes in the states of affective arousal (p. 232).

Research has dealt to a great degree with inner sources of motive power. The importance of outside influences must not be overlooked. Behavior is induced by environment. (Man is, by mass media, talked into wanting and striving to attain the latest car or newest cigar.) Wohlwill (1966) expressed a concern of man's effective response to the qualitative and quantitative feat ures of the world of natural and man-made stimuli surrounding him. Coleman (1960) explained satisfying of basic needs as being influenced by opportunities, limitations, and demands of physical and sociocultural environment. Behavior, according to Coleman, is nearly always somewhat complicated by frustrations, conflicts, or pressures that interfere and thus cause stress.

Dealing with the motivational and arousal properties of stimulation, Wohlwill (1966) stated:

> Psychologists have come to recognize what persons in the amusement and recreation industries have known all along: that a large part of the everyday activity of the human (or of the animal, for that matter) has as its aim not to reduce unpleasant tensions, e.g. from the hunger or sex drives, but rather to heighten the level of incoming stimulation, by voluntary exposure to stimulus objects or situations that are novel, incongrous, surprising or complex. Man, it seems, is ever curious, ever eager to explore, and unlike the proverbial cat, appears generally to thrive on such activity (p. 31).

The motivation concept has grown from a rather simple explanation to one with much complexity. Cofer and Appley (1964) in their summary of motivation concluded the identification of three factors. These are:

1. Environmental - A determinant which precipitated the behavior.

2. Internal motive - A wish feeling, emotion, drive, aspiration or need which gave rise to action.

3. Incentive - A goal or an object value which attracted or repelled.

Madsen (1965) considered more than twenty modern theories of motivation. From these he constructed a model using and including useful dimensions of motivation. Behavior as explained by Madsen, is a function of a totality of interdependent variables. The model can essentially be described as saying behavior is the direct function of intervening variables which are called "central processes."

These central processes are influenced by a complicated network of other variables. These variables can be generally grouped as:

1. Impulses - From the inner state of man. The nervous impulses, hunger impulses, and hormone components in the blood all bring about impulses which influence the brain. These influence the central process, especially the dynamic.

2. Stimuli - From the external situation of man. These are motives involved outside the organic processes of man which influence both the cognitive and dynamic processes.

3. Disposition - The personality factors, traits, attitudes, knowledge, and habits which determine the individual differences in behavior which occur under identical or near identical situations. These also have effects upon the two classes or processes.

Motives are not classified by Madsen in accordance with their origin. His classification is in accordance with their known actual functional relationships. Motives are defined as organic and non-organic.

A suggested list of ten organic motives are hunger, thirst, sexual, maternal, temperature, pain-avoidance, excretory, rest, activity, and emotional. These may be determined by different factors as seen by Madsen's example of hunger.

> Hunger is the motive (central dynamic processes) which is determined by impulses from the metabolic processes (empty contracting stomach and/or blood lacking nutritional elements) or perhaps by stimuli such as smell, sight, or taste of preferred food (p. 62).

Non-organic motives may also be considered social motives. The characteristics of these motives are such that they are determined exclusively by external stimuli. Such motives possibly do not involve organic processes outside the central nervous system. Some of the common social motives identified are:

> Social Contact - A fundamental social motive which has group formation and social contact-seeking and contact-holding behavior. The origin of this motive is multi-determined.
>
> Power - A motive determined from situations involving competition for leadership, dominance, and influence.
>
> Achievement - A motive determined in situations which have competition with a standard of performance.
>
> Acquisition - A motive determined by stimuli for objects of property or collection.

This list of four social motives and ten organic motives does not explain human behavior. With the complex thinking processes of man, we have the possibilities for very complex human motivation. Also it is possible that many motives can cooperate in the same individual directed toward a common goal.

Now, I want to talk briefly about motivating ABE participants. There's little doubt that the best possible motivation comes from within the ABE participants themselves. Then what is the teacher's role? First, there's that cooperative atmosphere. It is up to you to set the tone so that each participant will want to perform well in the classroom. You have to see that standards are set, and then let participants know that you are confident that they can meet or exceed them. One pitfall you must avoid in such a program of self-motivation is giving attention to a select few. A six step motivation process:

1. Clearly define every assignment. In order to be certain that every participant knows what he is expected to do, you have to define each assignment and determine exactly what is to be accomplished and when. Then comes the critical step of explaining the materials to the participants. This is the time to let them know that you have the utmost confidence in their ability to carry out the assignment.

2. Tell participants where they stand. One of the most frequent complaints voiced by ABE participants is that nobody cares about how the individual is doing. Each participant deserves to get credit when he does his job well, and just as important, he should get specific, constructive criticism when he falls short. This is a most important factor in creating a climate of cooperation.

3. Let everyone help in setting objectives. ABE participants like to know where they are going and how they should get there. But as teachers, you won't realize this potential if participants don't have specific goals. It stands to reason that the more they can participate in helping to set goals and objectives, the more interest they will have in trying to meet or exceed them.

4. Give participants security in assignments. If you are inconsistent and keep changing assignments and priorities, your participants won't know which end is up. When things are unpredictable, people tend to become careless. Participants work best when they know what they are expected to do and are secure in the fact that they can finish what they have started.

5. Keep participants informed. Everyone is interested in what's happening throughout the system. You shouldn't pass along confidential or controversial information, but you should be alert for questions - spoken or unspoken. If you cannot supply adequate answers to a participant's question, he will supply his own - right or wrong. Also, he will lose respect for you as a leader and as one who has the confidence of administration.

6. Provide inspiration for participants. Most people perform better when they have peace of mind. It is important that you recognize each person as an individual, giving him a sense of dignity and accomplishment in his work. You should also be prepared to offer guidance when participants find the going a little rough. This encouragement you provide will help to get you wholehearted cooperation in your efforts to run a productive and efficient program.

As ABE teachers, you can provide a learning climate that is dedicated to providing the best possible instructions for ABE participants if you:

1. Create a cooperative atmosphere and let participants know that you have confidence in them as individuals.

2. Clearly define assignments, including your expectations, and let participants know where they stand.

3. Permit ABE participants to participate in setting goals and objectives.

4. Provide encouragement and offer guidance when participants require it.

5. Recognize each participant as an individual and show respect for his opinions.

At this point I would like to share with you some current information on "The Cycle of Life."

Does adulthood really exist or is it a legal fiction? Do people reach maturity at 18, 21, or even 51, and then stop changing?

Dr. Roger Gould, assistant professor of psychiatry at UCLA's Neuropsychiatric Institute, finds that people do indeed change and develop throughout adulthood. "It's not a period of marking time," explains Gould. "Adulthood consists of developmental stages much like those of childhood and adolescence. It's a time of active and systematic change."

Gould's theory is based on a five-year comparative study of out-patients at UCLA's Neuropsychiatric Institute and a non-patient group. Through observation and questionnaire, he learned that adults generally pass through seven different developmental stages, or time-zones. Each time-zone carries with it certain conflicts, joys, fears, and beliefs. The seven phases of adulthood are:

1. The 16-18 year-old has a strong desire to get away from his parents, but he does not act upon this wish. His autonomy is precarious, often reinforced by negativism and is easily eroded from moment to moment.

2. The 18-22-year-old feels halfway out of the family and worries about being reclaimed. Members of this age group are often living away at school, working, paying rent, owning their cars, but they are not totally committed to leaving their families. The peer group becomes an important ally in their struggle to cut their family ties.

3. Among 22-28-year-olds there is a considerable shift. They feel established, autonomous and separate from the family. They believe their activities are worthwhile and feel "now" is the time for living, growing and building. Peers are still important, but self-reliance is paramount. They are committed to making their marriages work.

4. Those in the 29-34-year-old group begin to question what they are doing. They feel weary of being what they are supposed to be, but they continue. They have a poignant desire to be accepted by the spouse "for what I am." At the same time, they want to accept their children for what they're becoming and not impose roles on them. During the early 30's however, life appears much more difficult than it appeared in the 20's.

5. For 35-43-year-olds time seems to constrict. Individuals in this age bracket feel there is little time left to shape the behavior of their adolescent children and even less time to "make it" in their own careers. At this stage, their own parents turn toward them. There is a muffled renewal of old conflicts which are suppressed by the thought that their parents are getting older and time is running out for them. It also seems increasingly difficult to make marriages work, to communicate with their spouse. The predominant feeling is that there is still time but one must hurry to make some dreams come true.

6. In the 43-53-period, individuals tend to feel "the die is cast," and view life with some bitterness. They criticize their parents and blame them for their problems. They are also ready to find fault with their nearly adult children. From their spouse, however, they seek sympathy and affection in a way that resembles a much earlier dependence upon their parents.

7. Among 53-60-year-olds the negative feelings of the 40's diminish. Relationships with themselves, their parents, children and friends become warmer and more mellow. Marital happiness and contentment continue to increase. The spouse becomes a valuable companion and less a parent. They feel less responsible and less critical of their approval as worthy. During this adult phase, however, they question the meaninglessness of life and review their own contribution to the world. They also concentrate on petty annoyances and their own health.

Gould suggests, "that not only does adulthood consist of a series of tasks to be performed, but there exists an actual timeclock which is thoroughly universal and thoroughly regular which defines the task at hand."

Many practitioners have attempted to classify the life styles of ABE participants. One of these is Dr. R. L. Derbyshire, a psychiatrist at UCLA's School of Medicine. His classification is described in the following ways with some modifications:

1. Family. The adult illiterate usually comes from a large family of 5 or more children. Child rearing and social control are a function of the mother, grandmother, or older children. The parent or parents are poor and because they are working or looking for work they provide little supervision.

2. Communication in these families is largely non-verbal. They use little or no sentence structure, have a small vocabulary, and are non-readers. They learn to read each other less by what is spoken and more by motions and gestures; i.e., the way eyebrows are slanted, the way the forehead is wrinkled, the position of the torso, the way a hand is raised. Grunts, groans, and monosyllables are important -- Nah! Yeah! Shut up! C'mere! are examples.

3. Lethargy and lack of motivation is present because of the alluring prospect of material comforts and the denial of the opportunity of gaining them. This lethargy, due to exclusion and multiple failures, becomes a syndrome which is passed from generation to generation. Each generation tries to succeed and cannot, so more lethargy sets in, and we have the classic vicious cycle or downward spiral.

4. Forced early independence. In order to survive in this type of family, one must stand on his feet and fight. In this type of family children are taught to be physically agressive. The culturally excluded family selects for transmission to the child only those items in the environment which it feels are necessary for survival. Uneducated persons desire many middle class goals, including education, which it recognizes as one means to success. Therefore, if one wants to become a success in the lower class community, and education is the method of achieving a substitute success. This may mean the numbers racket, car stealing, or some other marginal or criminal activity.

5. Present orientation. The underprivileged are oriented to the present. Their concern is, "How do I live today?" The middle-class person lives for tomorrow. Thirty-year mortgages and college savings accounts for one's children are indications of middle class future orientation.

These socio-cultural conditions lead to a number of negative personal traits which are:

1. Insecurity. This is displayed by boisterousness and "acting out" behavior. When one is insecure, learning behavior is retarded because defensiveness and behavior justification become important.

2. Physical aggression. When one perceives his behavior as too inadequate for him to join the educational group, or function properly in it, he then joins the other side -- becomes pals with other non-status persons. These are the kinds of individuals who take pleasure in breaking school windows, deriding teachers, and defying truant officers, policemen, and other symbols of authority.

3. Reticence is another and opposite trait of adult illiterates. Those who do not become aggressive take the opposite track and protect their egos by being introverted and unduly retiring. There is a difficulty in speaking out regarding one's own needs until some time when a tender nerve is struck and feelings come out in an explosive and erratic or even self-destructive manner. A frequently verbalized attitude is, "Well, you know, this is life," or "That's the way it is." Reticence becomes exaggerated when educational and occupational exclusion is compounded by minority, racial or ethnic identification.

4. Resignation or lack of motivation. They frequently feel that it is impossible to change their present condition, so why try. Their experiences with public officials and landlords increases this feeling of being trapped by their circumstances.

As an adult educator, I would be remiss if I did not reinforce some of the problems of the disadvantaged.

The disadvantaged adult was a disadvantaged child. He has a history of school failure most often due to an inadequate curriculum, inadequate nutrition, inadequate housing, inadequate parental guidance, and isolation from the main stream of American culture.

He often has communication difficulties with middle class teachers and employers due to dialectical differences and a system of mores and folkways that his isolated group has developed.

Members of minority groups such as
- Mexican Americans,
- Indians,
- and Blacks have been living in a society where,

for the majority of them, upper mobility or the chance to move up the socio-economic ladder has been closed.

Other factors include:

- responsibilities that go with being an adult
- physical difficulties that tend to come with middle age
- the incorrect learnings that many disadvantaged adults have.

Advantages possessed by most adult students:

- although an adult's I.Q. may be the same as a child's his mental age is higher than that of a child thus he has more power in learning.

- Adults tend to have longer attention spans than do children so they can learn more in a given span of time.

- The adult is usually in school because he wants to learn rather than because the law requires it.

- The adult has a greater experiential background than the child and this background may aid the associative learning process.

What we should know:

- Disadvantaged adults tend to be pragmatic learners; as do many middle class adults, e.g., the need to get a job, receive a promotion and the need to avoid being cheated.

- Disadvantaged adults want to be treated with dignity. Program must not be viewed as a program for dull illiterates who are too dumb to learn job skills. Students must not be treated as inferiors, if so they will leave the program.

- Disadvantaged adults are like other adults, they too are interested in learning in a flexible situation.

- Many disadvantaged adults have dialectical problems (teacher problem-student problem).

- Adults like children have their dream worlds. (Some come to the learning centers with unrealistic or very long term goals.)

- The disadvantaged adults generally have extended periods of unemployment. Not only does this hinder them economically, but it also causes a loss of self-esteem. They are often paid less than others for similar work. In some areas of the country, seasonal unemployment is a problem and a way of life.

- The disadvantaged family is usually larger than average, with the very poor often raising five or more children. Those few families with upward class mobility generally try to curtail their family level.

- The disadvantaged have a higher:

  Infant mortality rate
  Incidence of disease
  Lower life expectancy
  More chronic illnesses
  Greater evidence of poor physical and mental health
  Lower expenditures for medicine
  More susceptible to hereditary diseases which induce nutritional deficiency.

- Rural disadvantaged adults often prefer to live in isolated locations - even though uncertain handicaps exist: such as, limited employment opportunities, lack of adequate medical care, low availability of Adult Education activities.

The teacher of disadvantaged adults must work to win the confidence and respect of students.

The teacher of young children may safely assume that they are superior to their students in nearly all areas of knowledge. Such an assumption is not a safe one with adults. They will not accept the teacher as a fountain of wisdom - they, too, are specialists in some areas and most are more knowledgeable about basic survival skills than are their teachers.

Usually adults make rapid progress in the Basic Skills, because they are re-learning skills they had learned years ago.

The adult, unlike the child, has many outside distractions.

He may have to miss some sessions because of his job or because of health or transportation problems.

While the educational program may be important to him, sheer survival needs will take priority over it.

The adult student in a non-stipend program is in the program because he wants to improve himself but that desire for self-improvement may compete with a recreational desire.

Most disadvantaged adult students have experienced failure when they were in school. They were frustrated and thus may have negative feelings toward education and educators.

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"The Role Of The Teacher In The Adult Basic Education Learning Laboratory"

by
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Many adult basic education programs throughout the state have implemented full-time learning labs or their smaller counterpart, the mini-lab.

The objectives of these sessions at this workshop are to provide an overview of the learning lab concept, to discuss the role of the teacher, and to contrast the differences in teacher and learner behavior in the lab with that found in the more traditional classroom approach.

Some of the common problems found in the traditional group approach include the following:

(1) difficulties in adjusting to students entering and exiting the program at various times.

(2) adjusting to the wide differences in level of student ability, interest, and need.

(3) compensating for student absences and shifts in working hours

(4) student availability

(5) serving the recent drop-out who frequently brings some hostile attitudes toward the conventional learning environment.

(6) the requirement of some adults for privacy

(7) the ability to provide the personal attention necessary for many adults.

To further contrast the differences in the learning lab and the group learning situation, we must look at certain behaviors. In the traditional class, instruction is often group-oriented, while in the lab, instruction of necessity must be individualized. Group instruction often creates dependence on the part of the learner. In the lab the adult can function on a more independent level. Measurement in the group situation tends to be normed toward the group. Individual progress checks as a student moves at his own pace and level are a hallmark of the lab. The lab approach allows the teacher to focus on the cognitive, psychomotor, and affective domain, while in the group situation the teacher generally centers on the cognitive and psychomotor areas.

A look at the specific role of the learning lab teacher further delineates the differences.

The effective lab teacher is an interviewer, an orientator, a counselor, an instructor, a materials specialist, a record keeper, a specialist in diagnosis, prescription and placement, and a referral agent. The lab teacher is a planner and facilitator of learning as opposed to being merely a dispenser of information.

Highlights of the various roles the teacher must perform are as follows:

Interviewer. The initial contact with the student is all-important if the student is to return. In the first conversation with the student, the lab teacher gathers basic data, establishes rapport with the student, makes him feel welcome, finds out his reason for coming, and sets the wheels in motion to enroll the student.

Orientation - As a part of this process, the teacher provides information about how the lab operates, the different role of the teacher, the different behavior expected of the student (independent learning vs. dependent), lays the groundwork for diagnosis, discusses schedules, and collects other information. The student may wish to tour the lab and talk with other students.

Diagnosis/Prescription. The teacher conducts an assessment of the student which is appropriate for his background, skills, and psychological makeup. Accurate diagnosis is essential if the placement of the student is to be accurate allowing him to be successful in his first experience. The teacher must be familiar with a variety of testing and diagnostic instruments, informal reading surveys, and most important be abundantly aware of the fears of testing that many adults have.

Counselor. On many occasions the teacher will need to be a good listener and be ready to respond to a wide variety of appeals for assistance. This is not to suggest that the teacher should be a practicing psychologist, but the teacher should understand basic counseling techniques and know where to turn when outside help is needed.

Instruction. The lab teacher will spend much time in working with individual students or small groups of students. Time will be devoted to evaluating individual student progress, adjusting individual programs, working on common problems with small groups in areas such as word attack skills, and assisting students in planning expansion or making changes in their individual schedules.

Materials Specialist. The teacher will need to know and be able to use a wide variety of instructional materials and have skills in designing teacher-made materials to fit particular learning situations. The labs make extensive use of programmed materials as one technique for individualizing instruction. Hence, it is necessary for the teacher to have a good understanding of how to effectively use programmed materials. The teacher must also know the relative strengths and weaknesses of the materials on hand and how to make the most appropriate use of them.

Record Keeper. A comprehensive, well-organized record keeping system is essential if the lab is to operate at peak efficiency. Teacher records, student records, materials classification systems, time cards, and progress charts are but a few examples of the records that must be kept. It is almost impossible to operate a successful individualized program with the number of adults usually enrolled in a lab without a well-organized and efficient system.

Referral Agent. Many times the teacher will discover problems which are beyond the scope and ability of the program to solve. It is vitally important for the teacher to know the agencies and key people in these agencies to whom problems should be referred. The teacher who can provide effective assistance in solving non-educational related problems is highly regarded by the student. Not only does this help individual students, but it also enhances the image of the ABE program and can greatly influence recruitment.

The effectiveness of the teacher is also influenced by how well the teacher aide is utilized. Working under the direction of the teacher the aide can provide valuable assistance in tutoring, checking program tests, record keeping, keeping lab material well organized, and performing other related responsibilities.

Time will not permit discussion of other key areas such as the facilities, instructional equipment, scheduling, choosing the appropriate location, and coordinating the lab with other aspects of the ABE program.

The lab experience thus far in the Ohio program has been the one most successful aspect of the program. For those of you who will be newly employed as learning lab teachers or who are interested in finding out more about the lab, may I suggest that you visit one of the labs operating near you. We would be pleased to assist you in making arrangements for such a visitation.

"Force Field Analysis"

by

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The process I'm going to talk about is called Force Field Analysis. The person who gave us this process is Kurt Lewin, a German psychologist who came to this country before World War II and began developing psychological theories on motivation. He is the father of sensitivity training as it was developed by Bradford and others at the National Training Laboratory. Lewin started with theories of motivation and one of the processes he developed was force field analysis.

The definition of Force Field is, "the dynamic balance of forces working in opposite directions within the social-psychological space of an institution or within an individual's life space." Let me give you an example. Let us say that we have two horizontal lines which represent anything you want them to from low to high or to be judgmental - bad to good with the bottom line representing low or bad. The hope is that the movement in this life space (the space between the lines) of an individual or the social psychological space of an institution will be upward. Now let us assume that this wavy line in the center could represent the situation as it is observed at any one moment half way between low and high. An example of this would be the production level of a work team in a factory which would fluctuate from producing zero items per day to 100 items per day per worker. Someone could be absent and produce none or be present and work twice as hard as he would ordinarily and produce 100. But let us say the average production per day per worker is somewhere around 50 give or take a few, represented by this wavy line. Now, why does it fluctuate this much? Why is it at the particular point where it is found for any one day? It is at this point because of driving forces and restraining forces. The driving forces are those which are working towards pushing the production level upward. The restraining forces are those which are operating in opposite direction and are creating what we earlier called the dynamic balance. Some of the driving forces, may be such things as the pressure of supervisors on the work team to produce more, the desire of some team members to attract favorable attention from supervisors in order to get ahead individually, or the desire of team members to earn more under an incentive plan. A restraining force in this situation might be a group standard for the production team against "rate busting" or "eager beavering" by individual workers. There might be a standard that says

you don't produce more than fifty per day. If you produce seventy-five, you are betraying the standard of your work team. Another restraining force might be feelings by workers that the product they are producing is not important.

These concepts by Lewin have relevance for two concerns of this workshop. One is for the problem solving process as you identify problems and the forces which might be manipulated to solve them or decrease their influence. The other concern is the Adult Basic Education student and his life concerns which act as driving or restraining forces for him. It might be helpful if you could analyze the forces within an individual student's life which would enhance or limit his progress as a learner.

When the driving and restraining forces have been identified they can be assigned values which will indicate their strength within the life space of the organization or individual. A summation of the driving and restraining forces can provide a rough estimate of the likelihood of success of a student or the most important problem areas to attack to change the conditions noted.

Changes in the dynamic balance of forces can be achieved in three ways: (1) changing the strength of anyone force; (2) changing the direction of a force from restraining to driving; or (3) adding a new force to counteract others.

"Nonverbal Communication in Adult Basic Education"

by

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The purpose of talking about nonverbal communication is to persuade anyone who is willing to listen that how we communicate without words is important. The purpose is to emphasize that many of the qualities of human contact manifest their essence nonverbally. In this culture, we do not have the courage to put into words what we express so easily without words. For example, we let students know: we don't think they can learn, they don't have the right attitude, they're in the wrong place, you probably can't be of much assistance to them, or they are unreliable or untrustworthy. While we would rarely ever state these messages with words we find it easy to convey nonverbally. Human beings are more perceptive than we're willing to admit, and are capable of seeing between the lines, hearing between the words, and picking up meanings behind the verbal message.

How good are you at reading others? And, how capable are you in being aware of the consequences, the impact, and the influence of your own message sending? If you're a teacher it's really important. If you're a parent, it's important, if you're a physician it's important. It's also important if you happen to be a father or mother. So,today what I'm going to do, as best as I can, is to give you a short, brief course on the importance of being a student of your own nonverbal communication. Nonverbal communication is a new field, and in a way it's an old field. It's as old as Greek theater, it's as old as Darwin's manuscript, "The Expression of Emoting in Man and Animals". It's as old as just a few years ago (the 1930's) in psychology when we were interested in the contribution that facial expression and gesture made toward revealing emotional states. It's as new as the material in speech courses on nonverbal communication that could not be found five years ago. It's as new as the fact that in the last three years there have been as many as 14 to 16 books written on this topic. It's as new as the recent coverage in popular journals where references are made to body language, facial expressions, and nonverbal behavior.

The purpose of communication is to influence and change other people. (I don't make that up, as if I'm telling you what you should be.) Anytime we communicate with another person we are providing information about

ourselves that we want the other person to know, we are giving them information pertaining to something we would like them to understand that we believe they don't. We are asking the other person to change or to be influenced by what we communicate. But human beings don't necessarily like to change. They like to remain the way they are. Human beings adopt a law of least effort when they can. We learn that safety and security are connected to the virtue of habit and routine. Change is threatening. We have some idea that we'd like to be different, but basically this need creates a problem. We cope with the problem by devising defensive strategies to withstand or resist whatever may be new and different. Adult learners say that they want to learn to read, to write and to do numbers. But their behavior suggests they don't. You receive all kinds of multiple messages because human beings are threatened by change and threatened by the requirement of what it means to be different. I say I would like to learn to play chess, and someone begins to instruct me in playing chess but immediately I am in stress, I am a little bit defensive. But we ordinarily underestimate this ambivalence and we overlook the conflict within the person. We think it's just a matter of communicating and of providing information and of throwing out the facts. But it doesn't work that way.

So the first rule in communication is that there will always be distortion, inaccurate response, projection, difficulties, problems and misperceptions. Communication is never perfect. I want to stress as much as I can that human beings are fearful of what you think is so wonderful--learning, and change, and growing, and educating. They are fearful, and they show it in a variety of ways. Here we get to the crux of the matter. We ordinarily do not verbalize our fears. We can, but we ordinarily choose not to do so. We act them out, we express them, we show them. You have to be the kinds of teachers who are sensitive enough to pick up these expressed fears--to change the direction of what you're doing so that you can be responsive. How many facial expressions do you imagine you've seen in a life time? Hundreds of thousands! What do you think you've done with all of that information? Discarded it? Ignored it? Absolutely not -- you have a working vocabulary of the knowledge you possess of the facial expressions, gestures, and actions of others. Language development is not just verbal.. it's verbal and nonverbal. In the learning process we learn to depend and rely on communication modalities and information channels. Some of us are very verbal and are able to express our intent in words. Other persons are not so gifted with words, they do not rely on a verbal modality, they rely on the nonverbal, and they don't realize it. When you converse with such persons you have to fill in their meaning. For example, a student says, "I thought I wanted to take this course, you know what I mean? I thought that I would do so and so, you know. I would go over there, you know, and so I thought

that just, you know, and so the thing would be, you know, that we would go, you know, over there and it would be alright. You know what I mean?" So, a person doesn't say anything with words. He keeps using words to lead and guide you to infer that you know what he means. Because he can't put into words what he means, he uses nonverbal signs, expressions, and signals--to give you cues. It's not as if a person is verbal or nonverbal. He is both. But it is true that many persons favor nonverbal communication to verbal. Some persons grow up to be "look out, watch out kids". A "look out, watch out kid" is a youngster who grows up in an environment where he has to have antenna for determining how things turn out for him. These antenna are basically dependent on nonverbal cues and their expression. If you are poor, not schooled, viewed in an inferior, subordinate way, then you have nonverbal means to pick-up about how people treat you. These nonverbal antennae are far superior to the verbal means which are associated with the academically elite or the verbally accomplished. One of the generalizations about persons who come from educationally impoverished backgrounds is that they're good at picking-up your attitude towards them. They learn to observe and watch. They see you respond to a fellow student in class or out of class. You seem to be warm, generous, understanding, compassionate and patient. Then they get the courage to ask a question like that. So they ask a question similar to the one asked by their peer but your manner seems to change--your face takes on a different expression, your vocal quality changes under their noses, they notice a big difference. They pick-up this extra information that they are not worthy, or that they cannot learn, or that they're not important.

If you're a teacher, you're being observed and watched every single second. Here's this student who's having difficulty doing something. You're helping another person. In fact, the other person is his buddy. He feels by your cold voice you are putting this person down. So this person over here decides he is not going to ask for assistance. These decisions are arrived at continuously by students.

Now there's a very interesting point about this. I was asked this morning in my nonverbal seminar class "What about Henry Kissinger?" How does he come over? What's going on? When you hear Henry Kissinger talk, he measures his words in such a way that he appears to be very careful. He takes what the other person says, and converts it back to the purpose he means; and he doesn't let the other person get away with their observation because he wants to create the message he wants. His voice suggests orderliness, carefulness, thoughtfulness. You may disagree with him. I don't know about your political views. Nevertheless, he has these qualities, and his rhythm and voice suggest carefulness. Thereby, he wins trust. Vocal quality is a very important variable, and usually corresponds with our gestures. When you see religious statues of saintly figures, how are they

standing? They're standing in some giving way with their arms extended and hands open. These statues almost speak to us of their receptivity and caring. When I start talking to you, my basic vocal quality changes whenever I express certain gestures. We may give another person the best verbal information we possibly can -- the verbal message is beautiful. It's relevant, it's accurate, it's urgent, it's appropriate. But the nonverbal message is a "put down." It's a "you message." The nonverbal message says you don't know what I know and you need to. Most human beings respond to the nonverbal message as extra information. Although the verbal advice is good the response is negative. Unfortunately a human being responds to extra information, and makes it more important. This is the primary problem in father-son relationships and husband-wife relationships. Extra information is communicated without words and becomes unstated agenda.

I would not want to make you self conscious about what you do. But I do want to make you be a student of your own message sending, and to enable you to see yourself accurately. If you can enjoy yourself, have a sense of humor, and laugh at yourself, good. If you can't do that you're in trouble. In teaching we take ourselves so seriously that we forget what it means to enjoy ourselves, to have joy and to make a human situation just what is is -- fun! Ever see a teacher go to the board and write something down while everybody is a little noisy. As you start to write something on the board you quickly turn around. It's like you can't trust students enough to turn your back, because if you do, they'll misbehave.

The easy attitude to have in teaching is to place all the responsibility on students and to believe the reasons for failure belongs exclusively to students. That's mythology. That's absolutely untrue. Anytime we come into the presence of another, we become part of the reality whether we like it or not. This doesn't mean that we hold the entire responsibility for every student but there's some measure of responsibility we can own. The tendency is to want to take responsibility and assign it out there, somewhere--to this class, that person, this group, that neighborhood, this group of adults. No adult will say to you, "I hope that you think I can learn," or "I hope you think I'm still able enough, still young enough to make this," or " I hope you think that I'm okay," or "I hope you see a possibility in me" or "Would you mind taking an interest in me just a little so that I can determine how able I am," or "If you'd do that I'd really be grateful because I really don't know what I can do." You might have had that experience, but most adults, particularly adults with whom you are working, couldn't come to you and verbalize these utterances. What I'm trying to emphasize is that they're expressing these messages without words; by the way they sit, the way they turn to you, the way they talk, and don't talk. They are telling you they are interested in learning but have fears. They are interested in learning to read, to write, and to do numbers, but they are more interested in their own self

esteem. This is their primary concern. They're not really coming to learn to read, write and do numbers. Now, I know that's what you think. And you can prove to me that's why they're coming to school--to get a job and to learn skills. But these skills are just tools connected to the big agenda: I would like to feel better about myself, and I would like other persons in the world to look a little more favorably on me and to see me as okay. If I can make it here then I'm ready for the next step, and the next.

We talk about problems of communication. We say the problem is communication. But the problem occurs the other way. Unfortunately, communication patterns are created by the relationship we have with another person. If I can learn what the relationship is that you mean to have with another person, then I can predict subsequent communication. For instance, if I can detect that you think another person can't learn, or if you don't need to take an interest in them, and you mean for them to keep their distance from you, then I can predict the nature of the communication contact. So, relationships create communication patterns. And, it's a mistake to keep talking about communication as if it's a problem. Relationships can be the problem. Think about your administrator. Does he need to have a certain type of relationship with you as a teacher in the building? He's the principal of the school. In fact, you appear before him with an appeal about what you need, about a different schedule or different materials. It doesn't make any difference, does it? In order to change him, you have to present a startling message. Something really startling, something dramatic that gets him out of his lethargy. It's the same thing between husbands and wives. A husband comes home (and I don't mean to be a sexist about sex roles); he comes in; he's worked all day and plops himself down in the living room; he may get the paper; he may get a drink, he may get a coke. He sits there and means not to be bothered. He just wants to read the paper. His wife comes in, and says "Guess where I've been today?" He could care less. "Guess what I saw at the store?" By this time the husband's going "um-hum" and she's done everything she can to engage him in a conversation. His idea of this relationship at this moment in this context is that he is not going to participate. Unless you come up with something dramatic, he's not going to change. The intent of the relationship and his definition of the situation creates the communication.

In teaching the important idea is to give, or so we think. We have to give to students. We have to take an interest in them, care about them, attend to individual differences, give in every type of way: intellectually, skillfully, compassionately, sympathetically. We need to give our time and give and give and give. But giving can only be in direct relationship to getting. By getting I don't mean salary, although that's important. As a teacher, it takes an extraordinary person to actually get much from the students. It takes an extraordinary person to get much from an administrator or the community. You don't get these returns very often. When you're

doing a lot of giving (I'm talking about the day to day, hour to hour work), then it becomes necessary to create routines. We create habits and routines that make it possible for us to rest a little. Because we're giving too much and we can't be giving every minute. So you create routines that help you see this time through a little. Unfortunately, we don't understand this need very well. We have to quit fussing at teachers to give more, that they are not trying hard enough. A teacher can't be in front of a classroom, giving, giving, giving, giving, not just one day, but every day, and not get anything back. Otherwise, if you don't watch it you'll stop improving your craft. You'll find out that the sixth year, like the fifth year, like the fourth year, like the third year, like the second year are all alike. You'll create such routine that you will not grow any, not change any. You will set up teaching and learning to be safe, and you will become so organized and patterned that you won't have to bring yourself to the classroom. Question: Can you explain a little more about this getting? I mean that you need to provide opportunities for students to let you know how it's going for them. We need to take the time to let them share back with us about what their learning means to them, how it's going. We need to create opportunities to share in the joy they're having, if they're having any--beyond the ordinary tasks and frustrations.

Appendix A

James E. Carson
228 North Greenwood
Tuskegee Institute, Alabama 36088

Education

B. S. Fort Valley State College - Fort Valley, Georgia
Major: Agricultural Education

M.S. Tuskegee Institute - Tuskegee Institute, Alabama
Major: Agricultural Education

Ph. D. Ohio State University - Columbus, Ohio
Major: Adult Education
Minors: Audio Visual and Agricultural Education

Professional Experience

1971 - Present
Associate Professor
Tuskegee Institute
Tuskegee Institute, Alabama

1972 - Summer
Visiting Professor
Colorado State University
Vocational Education Department
Fort Collins, Colorado

1970 - 1971
Assistant Professor
Tennessee State University
Nashville, Tennessee

1969- 1970
Graduate Administrative Associate
Division of Continuing Education
Ohio State University
Columbus, Ohio

1968 - 1969
Graduate Research Assistant
Ohio State University
Columbus, Ohio

James E. Carson
Page two

Professional Experience

1967 - 1968
County Coordinator
Tuskegee Institute
Seasonally Employed Agricultural Workers Program
Tuskegee Institute, Alabama

1966 - 1967
Graduate Assistant
Tuskegee Institute
Seasonally Employed Agricultural Workers Program
Tuskegee Institute, Alabama

1962 - 1966
Teacher
Lakeland High School
Lakeland, Georgia

Publications

Martin, McKinley, C., et. al., A Handbook for Adult Basic Education Teacher Trainers. Tuskegee Institute Press, Tuskegee Institute, Alabama. 1972.

Carson, James E., and Sparks, Peggy F., ABE Curriculum Guide. Tuskegee Institute Press, Tuskegee Institute, Alabama. 1973.

Dowling, William D., et. al., "A Report of the Educational Component of a Coupled On-the-Job Training Program." Center for Adult Education of the Ohio State University, Columbus, Ohio. 1970.

Carson, James E., "A Comparison of Consumer Expenditures of Participants in the OEO-Seasonally Employed Agricultural Workers Program in Bullock and Barbour Counties in Alabama." 1968.

Carson, James E., "The Effects of Programmed Instruction as a Supplementary Teaching Aid in Adult Basic Education at the Ohio State Reformatory, Mansfield, Ohio." Unpublished Ph.D. Dissertation, Ohio State University, Columbus, Ohio. 1970.

Publications:

Carson, James E. and Sparks, Peggy F., Helpful Hints in Teaching Adult Basic Education. Tuskegee Institute Press, Tuskegee Institute, Alabama. 1973.

I. William D. Dowling
167 Abbot Avenue
Worthington, Ohio 43085

II. Educational Background

B.S. Wisconsin State University - Platteville
Major: Agricultural Education
Minor: Biological Science

M.S. The University of Wisconsin
Major: Agricultural Education

Ph.D. The University of Wisconsin
Major: Adult Education

III. Professional Experience:

1953-54 Instructor, Veterans' On-Farm Training, Birnamwood, Wisconsin
1954-55 Research Assistant, School of Education, The University of Wisconsin
1955-57 Instructor of Vocational Agriculture and Supervisor of Student Teachers, Wisconsin State College at Platteville
1957-58 Supervisor of Veterans-On-Farm Training, Wisconsin State Board of Vocational and Adult Education, Madison
1958-59 Research Associate, School of Education, The University of Wisconsin
1959-62 Assistant Director, Green Bay Center, The University of Wisconsin
1962-65 Associate Director, Informal Instructional Services (Milwaukee), University Extension Division
1963-65 Director, Summer Sessions, The University of Wisconsin-Milwaukee
1965-67 Director, Instructional Services, University Extension Division, Milwaukee, The University of Wisconsin
1967 Director, Center for Adult Education, Associate Professor of Adult Education, The Ohio State University
1968-72 Chairman, Faculty of Special Services, College of Education, The Ohio State University
1971 Professor, College of Education, The Ohio State University
1973(Sum) Visiting Professor, Department of Higher and Adult Education, The University of Missouri-Columbia.

Publications

Dowling, W. D., Brockman, C.A., Dick, R.N. Effective Reading in Green Bay: A Study of Green Bay area Students Enrolled in a University Extension Division Telecourse in Developmental Reading. The University of Wisconsin Extension Division, September, 1961.

_____, Characteristics of Adult Education Participants, Green Bay, Wisconsin. Green Bay Center, The University of Wisconsin, 1962.

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_____, "Report of Leadership Training Course for Volunteer Service Leaders," The University of Wisconsin Extension Division, 1964. (Unpublished manuscript).

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Publications

_____, Parent and Family Life Education for Low-Income Urban Dwellers, ERIC (Manuscript submitted to ERIC Clearinghouse in Adult Education and Adult Education Association of the USA, 1973).

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_____ and Raymond Taylor, "Planning and the Adult Student in Non-Traditional Degree Programs," Adult Leadership, Volume 22, Number 8, February, 1974, pp. 272-275.

I. Charles M. Galloway
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Columbus, Ohio 43212

II. Educational Background

B. A. University of Kentucky

M.A. University of Kentucky

Ed. D. University of Florida

III. Professional Experience

1962-1963 Curriculum Coordinator, Montgomery County (Md.) Public Schools

1963-1965 Assistant Professor, North Texas University

1965-1966 Associate Professor, North Texas University

1966- Professor, Curriculum and Foundations, The Ohio State University

IV. Publications

Articles

"An Exploratory Study of Teaching Styles Among Student Teachers." Journal of Experimental Education, XXXV (Winter, 1966), 30-35.

"Teacher Nonverbal Communication." Educational Leadership, XXIV (October, 1966), 55-63.

"Guidance for the Teacher in the Inner City," with Robert D. Strom. Guidance Journal, V (Spring 1967), 139-142.

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"Promises and Puzzles: The Plight of the Inner City." Educational Leadership, (October, 1967). Abstracted by ERIC for publication in Research in Education.

Publications

"Nonverbal Communication"
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Charles M. Galloway, Associate Editor, Theory Into Practice, a Journal of the College of Education, The Ohio State University, 29 West Woodruff Avenue, Columbus, Ohio 43210.

"Teachers We Need," TIP, VI, December 1967, 213-214.

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CONTRIBUTIONS TO BOOKLETS

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"The Nonverbal Realities of Classroom Life." Observational Methods in the Classroom. Beegle, Charles W. and Brandt, Richard M., eds. (Washington, D.C.: Association for Supervision and Curriculum Development, 1973), 45-55.

I. Martha L. King
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II. Educational Background

B.S. in Education	Ohio University, Athens, Ohio
M.A.	Teachers College Columbia, New York
Ph.D.	The Ohio State University Columbus, Ohio

III. Professional Experience

Elementary

1938-1945	Teacher (Grades 3-7)	Lancaster City and Athens and Perry County Public Schools (Ohio)
1945-1946	Student	Columbia University
1946-1949	Supervising Critic Teacher (Grades 3-5)	Ohio University and The Plains Local School District Athens, Ohio
1949-1959	Supervisor and Curriculum Consultant	Franklin County (Ohio) Schools

College or University

1947-1953	Part-time Instructor	Extension Division and Branch Schools of Ohio University
1958 (Summer)	Visiting Lecturer	The Ohio State University
1963 & 1966 (Summer)	Visiting Lecturer	University of Hawaii, Graduate School
1959-Present	Professor Coordinator of Graduate Programs in Reading and the Reading/Language Arts Center	The Ohio State University
1968-1969	Co-Director of E.P.D.A. Fellowship Programs in Reading	
1969-1970; 1971-1972	Co-Director, In-Service Project in Improvement of Reading, USOE Sponsored	
1971 (Spring)	Study of British Primary Education in London, England	

Publications

A. Books:

Forum for Focus: Language Arts in the Elementary School, Co-editor, Champaign, Illinois: NCTE, 1973.

Critical Reading: a Book of Readings edited with Bernice Ellinger and Willavene Wolfe, Philadelphia: Lippincott, 1967.

B. Bulletins:

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C. Periodicals:

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"Knowledge and Competence for the Instructional Leader," Educational Leadership XX (April, 1963) pp. 449-52.

"Have We Overlooked the Obvious in Curriculum Improvement?" Ohio School Boards Journal VI (June, 1962), p. 14.

James W. Miller
3734 Lukens Road
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Present Position: Assistant Director,
Division of Federal Assistance
Ohio Department of Education

Educational Background

B.S. Education	Miami University, Oxford, Ohio
M.S. School Administration	Miami University, Oxford, Ohio
Post-graduate work	The Ohio State University
Post-graduate work	Wright State University

Professional Experience

1957 - 1961 Junior High English, Social Studies

1962 - 1963 Director of Curriculum

1963 - 1966 High School Principal

1966 - present Ohio Department of Education

Publications

Holding the Adult Learner,
Miller, James, Ohio Department of Education, 1970

Teacher Aides in Migrant Education
Miller, James, Ohio Department of Education, 1969

The Learning Laboratory in Adult Basic Education
Miller, James, Ohio Department of Education, 1969

Technology and Materials in Adult Basic Education
Miller, James, Ohio Department of Education, 1971

Adult Basic Education in Ohio
Miller, James, Ohio Department of Education, 1974

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Educational Background

B.A. College of Wooster
Major: Mathematics and Physics

Graduate work in Physics at Ohio State University

B.S. (Education) The Ohio State University

M. Ed. (School Administration) University of Pittsburgh

D. Ed. (School Administration) University of Pittsburgh

Professional Experience

1935 - 1948	Teacher and part-time administrator in the public schools in Pennsylvania.
1948 - 1960	A superintendent of public schools in Pennsylvania
1958 - 1960	Part-time instructor at the University of Pennsylvania
1960 - 1969	Professor of Education at Muskingum College
1964 - 1965	Acting President of Muskingum College
1969 - 1970	Executive Vice President of Muskingum College
1970 - 1971	Acting President of Muskingum College.
1971 -	President of Muskingum College

I. Joseph O'Rourke
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II. Educational Background

B.S. The Ohio State University

M.A. The Ohio State University

Ph.D. The Ohio State University

III. Professional Experience

1960 Special Consultant in Readability for The World Book Encyclopedia

1955-65 Former Latin, English and Elementary teacher, Columbus, Ohio Public Schools

IV. Publications

Working With Words
Vocabulary Building
Success With Words (all three developed for use in the Columbus Ohio Public Schools

Co-author with Edgar Dale, Techniques of Teaching Vocabulary. Palo Alto: Field Educational Publications, 1971.

Toward a Science of Vocabulary Development
The Hague: Mouton Publishers, 1973.

Discoveries and Surprises
Universal Learning and Literacy, Inc., 1407 Allen Dr., Troy, Michigan 48084

Implosion
Universal Learning and Literacy, Inc.

Synergism
Universal Learning and Literacy, Inc.

I. James M. Vicars
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II. Educational Background

B.S. - M.A.	Western Kentucky University Bowling Green, Kentucky
Graduate Work	The Ohio State University Columbus, Ohio

III. Professional Experience

College Instructor - Health & Physiology
Western Kentucky University - Bowling Green, Kentucky

Junior High School Teacher - Kentucky - Ohio

Senior High School Teacher - Marion-Franklin High School,
Columbus, Ohio

Guidance Coordinator - Marion Township Schools
Columbus, Ohio

High School Guidance Counselor - Marion-Franklin High School
Columbus, Ohio

Supervisor of Guidance Services - Department of Child Study and
Student Counseling - Columbus Public Schools
Columbus, Ohio

Adult Basic Education:

1. Developed a pilot program for the State Department of Education in Columbus schools - Summer, 1965.

2. Assisted in establishing five Adult Basic Education Centers on a part-time basis.

3. Assigned full-time responsibility for Adult Basic Education for Columbus Public Schools - December, 1966.

4. Co-directed five summer workshops for teachers, administrators and counselors in Adult Basic Education.

Appendix B

1974 Adult Basic Education Workshop Participants

NAME	HOME ADDRESS	POSITION	EMPLOYER
Andrako, Carol	26241 Lakeshore Blvd. #353 Euclid, Ohio 44132	ABE Teacher	Willoughby-Eastlake
Boaz, Ben	4732 Helene Road Memphis, Tennessee 38117	Curriculum Writer	Memphis City Schools Reading Center
Boaz, Ruth	11 Oak Street Jackson, Ohio 45640	Adult Services Specialist	Ohio Valley Area Libraries
Brown, Martha	182 Gerke Avenue Mansfield, Ohio 44903	Instructor	Mansfield Bd. of Ed.
Campbell, Mimi	158 South Roosevelt Columbus, Ohio	Teacher	Columbus Public Schools
Clinger, Margie	3616 N. Mary Lou Lane Mansfield, Ohio 44906	Instructor	Mansfield City Schools
Creamer, John	Route #2, Box 392 Bellaire, Ohio 43906	Coordinator-Teacher	Bellaire City Schools
DeSantis, Dennis	412 S. Main Street Poland, Ohio	Teacher (Math)	Mahoning County Corrections & Rehab.
Dimie, Karl	434 E. Main Ashland, Ohio	Coordinator- Teacher	OSR Mansfield, Ohio
Dobbins, Dartha	324 Dale Avenue Mansfield, Ohio	Recruiter	Mansfield City Schools

Appendix B

1974 Adult Basic Education Workshop Participants

NAME	HOME ADDRESS	POSITION	EMPLOYER
Andrako, Carol	26241 Lakeshore Blvd. #353 Euclid, Ohio 44132	ABE Teacher	Willoughby-Eastlake
Boaz, Ben	4732 Helene Road Memphis, Tennessee 38117	Curriculum Writer	Memphis City Schools Reading Center
Boaz, Ruth	11 Oak Street Jackson, Ohio 45640	Adult Services Specialist	Ohio Valley Area Libraries
Brown, Martha	182 Gerke Avenue Mansfield, Ohio 44903	Instructor	Mansfield Bd. of Ed.
Campbell, Mimi	158 South Roosevelt Columbus, Ohio	Teacher	Columbus Public Schools
Clinger, Margie	3616 N. Mary Lou Lane Mansfield, Ohio 44906	Instructor	Mansfield City Schools
Creamer, John	Route #2, Box 392 Bellaire, Ohio 43906	Coordinator-Teacher	Bellaire City Schools
DeSantis, Dennis	412 S. Main Street Poland, Ohio	Teacher (Math)	Mahoning County Corrections & Rehab.
Dimie, Karl	434 E. Main Ashland, Ohio	Coordinator- Teacher	OSR Mansfield, Ohio
Dobbins, Dartha	324 Dale Avenue Mansfield, Ohio	Recruiter	Mansfield City Schools

NAME	HOME ADDRESS	POSITION	EMPLOYER
Domby, Clara	7684 State Route 41 Washington, C.H., Ohio	Head Teacher Math Teacher	Miami Trace Schools
Doyle, Fred	Rt. 1 - Box 158 Jeffersonville, Ohio	ABE Teacher	Miami Trace Schools
Doyle, Kelly	Box 158 B - Route 1 Jeffersonville, Ohio	English Teacher	Miami Trace Schools
Dovenbarger, Edna	3755 Meadowbrook Drive Zanesville, Ohio 43701	ABE Aide Instructor	MAJVS Richards Road Zanesville, Ohio
Fretwell, Sharon	2720 Castleton Street Grove City, Ohio	ABE Teacher	Southwest City Schools
Gilmore, Helen	1735 Burstock Ct. #B Columbus, Ohio 43219	ABE - Developmental Lab. Instructor	Columbus Public Schools
Girard, Diane	1716 Radcliffe Rd. Dayton, Ohio 45406	Teacher ABE Classroom	Dayton City Schools
Grindell, Evelyn	223 West Ottawa Street Richwood, Ohio 43344	Teacher Recruiter	North Union School Dist.
Hawkins, Phyllis	Colonial Arms #23 East Columbus Avenue Bellefontaine, Ohio 43311	Recruiter & Teacher of Summer Program	Bellefontaine City Schools
Hill, Mary	690 King Street Mansfield, Ohio	Instructor	Mansfield City Schools
Jordan, Marcella	Box 18 Rt. 2 South Webster, Ohio	Teacher Aide	Bloom Local School Dist.
Kost, Rosemary	8231 Broadmoor Road Mentor, Ohio 44060	Teacher	Willoughby-Eastlake City Schools

NAME	HOME ADDRESS	POSITION	EMPLOYER
Llanez, David	R.R. #4 Van Wert, Ohio	Coordinator	Van Wert City Schools
Kimmel, James	208 W. Church Street Mason, Ohio 45040	ABE Instructor	Warren Co. Public Schools
Kimmel, Judy	208 W. Church Street Mason, Ohio 45040	ABE Instructor	Warren Co. Public Schools
Maxwell, Anne C.	312 Burley Street Crooksville, Ohio	ABE Instructor	M.A.J.V.S.
Maze, Andrew	416 Cedar Hts. Road Circleville, Ohio	Instructor	Chillicothe Correction
Miller, Glenn	1027 Lockman Avenue Cincinnati, Ohio	ABE Teacher	Cincinnati Public Schools
Miller, Janis R.	206 W. Paradise Orrville, Ohio	Teacher Aide	Orrville City Schools
Meyer, Mark	2139 Summit Street Apt. 2 Columbus, Ohio	Reading Instructor	Ohio State Reformatory
New, Paul E.	121 Reservation Circle Chillicothe, Ohio 45601	ABE Coordinator Guidance Counselor	State of Ohio Dept. of Correction
Norman, Gean G.	408 Fairwood Avenue Columbus, Ohio	Counselor	Columbus City Schools
Oestreich, Mary Anne	1715 Franklin Park South Columbus, Ohio	Instructor ESL ABE	Columbus-J. Vicars Boss

NAME	HOME ADDRESS	POSITION	EMPLOYER
Okolish, Ed.	182 N. Fairfield Road Dayton, Ohio 45430	Reading Lab Coordinator	Toledo Public Schools
Power, Dorothy	3782 Fairoaks Road S. Euclid, Ohio 44121	ABE Promotion Teacher	Cleveland Public Schools
Reichert, Sister Mary Albert	926 South Second Hamilton, Ohio 45011	ABE Teacher	Hamilton City Schools
Maglott, Myron	540 Harter Avenue Mansfield, Ohio	Coordinator of Adult Education	Mansfield City Schools
Pandya, Mary	Box 230 - RFD #1 Orrville, Ohio 44667	Instructor GED	Orrville Board of Education
Rozzi, James	515 Friendship St. New Castle, Pa. 16101	English Teacher	Mahoning County Corrections & Rehab.
Samples, Zethalene	218 Washington Street Hamilton, Ohio 45011	Teacher's Aide	Hamilton City Schools
Scheid, Sister Mary Cletus	926 S. Second Street Hamilton, Ohio 45011	ABE Instructor	Hamilton City Schools
Shea, Sister Marilyn	311 Dakota Avenue Columbus, Ohio 43223	No title as yet in ABE	Diocese of Columbus Dept. of Education
Shamhart, Carl	Box 295 South Webster, Ohio 45682	Coordinator	Bloom Local School District
Taylor, Lucille	1241 St. Patrick Ct. Portsmouth, Ohio 45662	Teacher Aide	Southern Ohio Correctional Facility

NAME	HOME ADDRESS	POSITION	EMPLOYER
Thomas, Virginia	4790 Broadale Road Cleveland, Ohio 44109	Teacher ESL	Cleveland Public Schools
Verlie, Elizabeth	3586 Runnymede Road Cleveland, Ohio	Staff Assistant	Cleveland Public Schools
Waddell, Jean	Rt. 1 Box 311 Franklin Furnace, Ohio 45629	Teacher Aide Franklin Fce, Ohio	Bloom Local School District
White, Shirley	2606 Center Drive Parma, Ohio	Instructor-Recruiter	Medina County Joint Vocational School
Wilson, Terry	223 E. Tulane Road Columbus, Ohio 43202	Counselor-Recruiter	Columbus Public Schools
Wallace, Clara M.	1462 Beall Avenue Wooster, Ohio 44691	Coordinator, Teacher, Counselor and Recruiter	Wayne Co. Joint Vocational School
Zachel, Kathy	2622 Whiteway Apt 3 Toledo, Ohio 43606	Reading Lab Coordinator	Toledo Public Schools
Roberts, Marcia	6153 Sharon Woods Blvd. Columbus, Ohio		

Appendix C

The Ohio State University
College of Education
Center for Adult Education

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Adult Basic Education Workshop
(Education 692.33)

Personalizing Adult Basic Education

June 17-28, 1974

211 Welding Engineering Building
147 Journalism Building
713 Electrical Engineering Building

William D. Dowling, Director
James M. Vicars, Assistant Director

June 17 Monday First Day

8:00 Completion of Registration (211 W.E. Bldg.)
10:00 Welcome - Dr. Donald Anderson, Acting Dean, College of Education
11:00 Overview of Workshop - Dowling & Vicars
12:00 Lunch
1:30 Keynote Speaker - Dr. William P. Miller
President, Muskingum College
Member of National Advisory Council on Adult Education
3:00 Problem Census - All participants
3:45 Organization of Learning Groups
211 W. E. Building
147 Journalism Building
713 E. E. Building

June 18 Tuesday Second Day

8:30 The Nature of Adult Learners (Dowling (211 W.E. Bldg)
10:30 Break
10:45 Problem Solving and Force Field Analysis
Dowling and Vicars
11:30 Learning Groups
12:00 Lunch
1:30 Formula for Predicting Readability and Writing ABE Materials. Dr. Joseph O'Rourke, Faculty of Curriculum and Foundations, College of Education, The Ohio State University
4:00 Dismiss

June 19 Wednesday Third Day

8:30 Motivation and Life Style of ABE Learners
Dr. James Carson, Associate Director, Human Resource Development Center, Tuskegee Institute, Tuskegee Institute, Alabama
10:45 Break
11:00 Learning Groups & Individual Projects
12:00 Lunch
1:30 A. B. Dick Company - "Latent Image + 204"
(211 W. E Building)
4:00 Dismiss

June 20 Thursday Fourth Day

8:30	Dr. John Peters, Professor of Adult Education University of Tennessee Diagnosing Adult Basic Learner Needs (211 W. E. Building)
9:30	Learning Groups - Resource Persons (J. Peters, Dowling, & Vicars)
12:00	Lunch
1:30	Developing Programs for the Adult Basic Learner Dr. John Peters (211 W. E. Building)
2:30	Learning Groups
4:00	Dismiss

June 21 Friday Fifth Day

8:30	Dr. Martha King, Professor - Faculty of Early and Middle Childhood Education, The Ohio State University Individualizing Instruction
9:30	Learning Groups
12:00	Lunch
1:30	Charles Galloway, Professor Faculty of Curriculum and Foundations The Ohio State University Non-Verbal Communication with the Adult Learner
2:30	Learning Groups
4:00	Dismiss

June 24 Monday Sixth Day

8:30	James Miller, Assistant Director Division of Federal Assistance Ohio Department of Education Laboratory Approach to Adult Basic Education (211 W. E. Bldg.)
9:30	Learning Groups
12:00	Lunch
1:30	Learning Groups
3:00	Jack Grove, 3M Visual Products More Effective Teaching (211 W. E. Building)
4:00	Dismiss

June 25 Tuesday (Trip) Seventh Day

To Cincinnati
Visit Adult Basic Education Programs and Community Service agencies

8:00 Leave for Cincinnati
10:00 Arrive at Stowe Adult Education Center
Coffee and Donuts
10:30 Visit agency programs
12:00 Lunch at Stowe Center Manpower Program
1:00 Panel of ABE teacher chairmen "Coordinating ABE and Community Service Agencies."
2:30 Leave for Columbus
5:00 Arrive Columbus

June 26 Wednesday Eighth Day

8:30 Learning groups and Individual projects
12:00 Lunch
1:30 Learning groups and Individual projects
4:00 Dismiss

June 27 Thursday Ninth Day

8:30 Learning Groups and Individual Projects
12:00 Lunch
1:30 Learning Groups and Individual Projects

June 28 Friday Tenth Day

8:30 Report of Learning Group #1 (211 W.E Bldg.)
9:30 Report of Learning Group #2
10:30 Break
10:45 Report of Learning Group #3
12:00 Lunch
1:30 Final Evaluation and Implications for Practice
(Panel members)
Ideas for future workshops
What didn't we accomplish that you wanted?
4:00 Dismiss

Appendix D

EVALUATION WITH ADULTS

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3. Testing Job Applicants from Disadvantaged Groups

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2. How is a Test Built?
3. Fundamentals of Testing
4. Accountability in Education and Associated Measurement Problems
5. Measurement of Progress - Toward First Class Citizenship for the Under-Educated Adults
6. Innovation in the Assessment of Individual Differences

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